
THE AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

Issued Monthly (except July and August) by The Gregg Publishing Company,
16 West Forty-seventh Street, New York, N. Y.

BOSTON OFFICE.....80 Boylston St., Boston, Mass.
CHICAGO OFFICE.....623 South Wabash Ave., Chicago, Ill.
SAN FRANCISCO OFFICE.....Phelan Bldg., San Francisco, Calif.
EUROPEAN OFFICE.....Kern House, 36-38 Kingsway, London, W. C. 2, Eng.
AUSTRALIAN OFFICE.....Bridge Street, Albion, Brisbane; Philip C. Baines, Agent
NEW ZEALAND OFFICE.....Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year. Ten Cents, the copy.

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Vol. V

APRIL, 1925

No. 8

Why Go to Summer School?

*By Earl W. Barnhart, Chief, Commercial Education
Service, Federal Board for Vocational Education*

Washington, D. C.

"GO to a summer school this vacation?" retorted a friend of mine who is teaching in the commercial department of a large middle western city high school, "why should I go to a summer school? I'm going to take my family to Europe this summer, if we can see our way clear. We plan . . ."

"Well, a trip to Europe would be interesting," I interrupted. "By the way, who is to be head of your department next year? I hear rumors of a change."

"Yes, there's to be a change. I understand our present head is to be the assistant principal of our new high school, so another man will be appointed as department head in this school."

"Will you be the new head?" I asked.

"Not much chance for me, I'm sorry to say. You see, my principal and I have never agreed on how a commercial course should be organized and on how certain commercial subjects should be taught. He apparently thinks that the commercial courses are not cultural nor worth anything educationally, since he says they emphasize money-grabbing

too much. He claims that all our courses are easy, so all the low I. Q. pupils elect them; hence we rob these pupils of their only opportunity to get an appreciation of the higher things of life. Of course, I try to refute every statement of this kind; but I've come to know just where I stand with the superintendent and the principal. He plainly tells me that I'm no educator—just a blind follower of a tradition embalmed in a textbook. So I'm sure I've no chance to be recommended for the place."

"Did you ever try to show him," I asked, "that commercial courses can be made to conform to every test for a socially serviceable education formulated by any of our recognized authorities on secondary education?"

"Yes, I've talked the cultural value of commercial subjects by the hour but seem to have made no impression. I'd like to have charge of the department and show him what I can do," he added rather wistfully.

"Obviously, you'll have to work for your promotion, and work hard, too," I replied. "You can't expect your principal to ask that you be put in charge of the largest depart-

ment in his school if you can not show him that you know the broad educational foundations upon which commercial education can be made to rest."

"I know all my subjects," he retorted stiffly. "I've taken courses in every subject I teach, which is more than the present department head can say. I've been studying accounting for the last two years in the Y class here and am preparing now for the state accountancy examination this spring. I hold a teacher's certificate in . . ." Here I interrupted him, for I saw he was becoming somewhat angry.

"Hold on," I said. "I'm not questioning your knowledge of the subjects you teach. I'm questioning only your knowledge of educational theory, of educational psychology, or secondary school administration, of the principles of supervision. I'm taking the same attitude your principal and superintendent probably take, for they undoubtedly expect a department head to talk in the terms in which they think and, especially, in which they judge teachers. You unquestionably know enough bookkeeping, typewriting, shorthand, and other commercial subjects to teach them as they are usually taught; but you apparently don't know enough about the principles of high school education to know whether your ideas of how a commercial course should be organized square with your principal's or superintendent's idea of present-day theories of curriculum-making in the secondary school. Nor can you expect your superiors to put you in charge of this big department when you can not demonstrate that you know enough about educational psychology to prove to your principal that your methods of teaching a subject conform to the psychological principles underlying the most effective ways of presenting that subject. Now you should go to a university summer school to get the educational background which these men think you should have for your commercial subjects . . ."

"Oh, I've been to a summer school," he interrupted. "I even went one summer to a university summer school and took a course in methods of teaching typewriting. And much good it did me! What did I get? Just the personal ideas of the teacher: 'Now, class, THIS is the way I do this;' and 'THIS is MY way of doing that.' Some of the things she recommended were good; but I could have told her a few things myself. No more summer sessions for me! I know what they are like even in the best of your universities," he concluded with some warmth.

"Oh, well, you evidently took the wrong course. The summer schools of this country offer many kinds of courses for commercial teachers, and you cannot say *all* of them are

useless because you picked out the wrong kind of course."

"What do you mean when you say I took the wrong course?" he asked, with a continued note of fight in his voice. "I took a course in methods of teaching typewriting in one of the best-known universities in this country—a university our superintendent had urged every high school teacher to attend. The course in methods of teaching typewriting was the only methods course offered for commercial teachers, so I took it along with an accounting course which was fine; but I must say neither course has helped me enough in my work here to justify the expense; so I don't intend to go to another . . ."

"When I said you took the wrong course," I interrupted, "I meant that you did not pick out the kind of course to meet your particular needs. You must realize that a summer session course for an experienced teacher must be elected because of its particular value to that teacher, not merely because it is given in a university. You probably did not need that particular methods course and so should not have taken it, for it was not suited to you. If you have the time I'll show you just exactly what I mean."

"Go ahead," he said.

"Suppose you were head of this department and were outlining the qualifications of a shorthand teacher, what would you want him to know? Would a high school education be enough?"

"Not in this state; for every high school teacher must have had at least two years of general education beyond a four-year high school."

"What evidence would you require to show that he had a knowledge of the shorthand system he was teaching?" I asked.

"I should want to know in what school he had studied and for how long a period. The time might vary in different cases."

"Would you attach any value to business experience as a stenographer?"

"You bet I would. How could a teacher know exactly what to stress with his pupils unless he had worked as a stenographer himself? There can be no question . . ."

"All right," I interrupted, "we'll agree about the value of business experience. Now, would you want him to have had a course in how to teach shorthand?"

"Not necessary at all; for if he went to a good school and had worked as a stenographer he would know how to teach," he replied quickly.

"Let me see about that. Do you mean that any good stenographer will make a good teacher? That because you are an expert in a subject you can teach it effectively? That because you can . . ."

"No, not exactly that," he interrupted. "But I said if he had gone to a good school; for in studying a subject under a good teacher you learn that teacher's methods."

"Yes, to a certain extent," I agreed. "But, when a student's attention is directed at getting a mastery of shorthand, is he likely to have learned all his teacher knew about teaching that subject? Does writing certain words, or doing certain exercises, give you the knowledge of why those words or exercises were chosen? I don't think a good teaching knowledge of a subject is obtained from a mere studying under a good teacher. You would only be a good imitator of that teacher, not necessarily a good teacher."

"Well, of course, one can learn more about how to teach a subject from studying how to teach that subject; but so very few of our best teachers have ever had a methods course that I'm not sure I'd require it."

"However, a course in methods of teaching shorthand would contribute to making any teacher of shorthand a better teacher of that subject, would it not? Especially if the methods course was grounded upon the principles of how pupils learn and how teaching materials should be organized for easier learning?"

"Oh, yes," he conceded. "Of two teachers otherwise equal I'd prefer the one who had had a course in methods for his subject."

"And any effective course in methods must be grounded upon educational psychology, which, in turn, requires an understanding of general psychology?" I added.

"Why, I suppose so; though I've never had a course in educational psychology myself. I notice, however, that none of our textbooks seem to be based upon these wonderful principles you talk so much about," he added with a quizzical smile.

"Maybe the authors expect the teachers to know enough about educational psychology to recognize how these principles were observed in preparing their books and to follow these same principles when using the book in the classroom. A textbook writer cannot append a college education to every book, you know."

"Well, go on. So far we've agreed that a commercial teacher should have a good general education, a knowledge of the subject to be taught, have had working experience in the field for which he is preparing, and should have had a course in how to teach his subject, including your apparently beloved educational psychology. What else is required?"

"Now let me make myself clear on that point," I insisted. "Teaching a student a subject like shorthand involves developing certain skills of a very complex nature, as well as developing certain appreciations and

giving certain knowledges. The teacher has to know how to get these things into the pupil's consciousness, how to make them stay there, and how to develop in the pupil the power to get them out when needed. Now, the study of these three 'hows' and some others is called 'educational psychology' by the learned. You have to admit that these are the fundamental problems of teaching as an art itself."

"Oh, yes, I'll admit all that, if you insist," he added, a bit bored. "Ideally, every teacher should have at least a college degree, know his subject, have had business experience, and have taken a course in methods, including educational psychology, the principles of secondary education and a number of other subjects I could mention to save your time. But, tell me, when is a commercial teacher who has to teach arithmetic, typewriting, shorthand, office practice, and commercial English to get all these courses we have agreed upon as essential? Is he to go to school for ten years and then work for \$2,000 a year forever after?" he added triumphantly.

"That's just the reason why summer schools are attended by so many ambitious commercial teachers. And that's why the summer schools of this country offer such a wide variety of commercial courses. Alert, professionally intelligent, commercial teachers are using their summers to build up their professional training by combining their teaching experience with institutional theory . . ."

"Oh, you mean that a commercial teacher should go to summer school to get his professional training on the installment plan?" he asked with some interest.

"Exactly that, with a reason. We have learned that laboratory experience is essential for full appreciation of the application of the related theory. A teacher who has been teaching a subject for a year or two will get more out of a good methods course than a beginner who has never taught. He sees the application of the theory in a thousand ways when the principle is explained, for he has an experience background. The summer school serves to interpret and enlarge classroom experience, and to keep the teacher from a rut as well as give him an inspiration for more effective work. But the kind of course the teacher should take ought to depend upon his needs. If he needs a knowledge of a subject with some idea of how it is taught, then he should go to any one of the hundred or so of public or private schools which offer excellent subject-matter courses in all of the commercial subjects. If he needs a knowledge of methods because he has taught only a year or so, then he can go to the smaller number of schools wherein elemen-

tary methods courses are offered. If he has taught for many years, then he had best hunt out those few schools which offer methods courses for experienced teachers; or take a course in educational psychology, remembering that practically none of these courses are given in terms of any of the technical commercial subjects such as typewriting or shorthand, although all of them do include much study of arithmetic, penmanship, reading, and similar subjects which are essential to a commercial teacher and which give safe analogies for methods for the strictly commercial subjects. There is where you made your mistake. You took a course really intended for inexperienced teachers."

"Well, what kind of course should I have taken?" he asked.

"Probably a so-called research course in methods—one intended only for experienced teachers. Two years ago one summer session offered such a course and made an attempt to pool all the experience of the class and to weld into effective working order the most effective teaching devices and materials known to the group, using the accepted principles of educational psychology as standards."

"What, are methods courses of that kind given? I never heard of them or of any courses of that kind. I can appreciate *their* value. If there were a lot of alert teachers in such a class, it certainly would be worth while. How is a fellow to learn where such courses are given?"

"Why, write to the schools most likely to give the kind of course you want and get a summer session announcement. The professional magazines carry announcements and advertisements of many schools; so you can select the schools you think will give the kind of course you want and then write for their catalogues. Start writing this month, and then you'll be sure to get an announcement. If the catalogue does not tell all you want to know about the course, write to the institution or to the instructor so you'll be sure that the course will meet your needs."

"I see how a commercial teacher could get general education, a better knowledge of his subject, and a theoretical knowledge of methods; but summer schools can't give business experience, can they?" he asked with a smile.

"Yes, I think they can give the very best kind of business experience for a teacher. I see no reason why a research course in business experience for commercial teachers could not be organized by a summer school situated in a large commercial city. The members of this class could be assisted in finding office positions where they would work full time

for regular pay. In addition there would be an evening meeting of the class two or three times a week to discuss working experiences and to report on what had been learned about the requirements of office work. Each student would make a detailed study of the work required in the position he holds, including a time study and an educational inventory of the requirements of his position. The members of the class would pool their information and thus get a more general understanding of what is required in the positions for which they train their pupils. I'm sure you realize how such a summer would give a teacher more insight into office work than any other method; especially when he would have the guidance of the instructor in making the studies and inventories necessary and also in planning what teaching material and methods could be used to give the pupils just what is needed when preparing for these positions."

"Well, when such a course is organized, tell me about it. I might be interested in going; also when there is to be a course in supervision."

"In that case you'd better plan to go this summer. Two of our great universities will give lecture courses in that field this summer. In Rochester there will be a class in commercial subjects in the junior high school, with a splendid opportunity to observe a junior high school at work and to study supervision of junior commercial courses. That's rather close to what you want, is it not?"

"Yes, I suppose so," he admitted. "But, you see, we've planned to go to Europe, and I . . ."

Here I interrupted him.

"Well, like any progressive, ambitious teacher you want recognition and promotion. You can't expect either until you've shown your superiors that you have enough general education and educational theory to meet them on common ground. As commercial-teacher training courses are arranged to-day, the summer schools offer the only opportunity for the ambitious teacher who cannot stop teaching. Your academic superiors do not discriminate against commercial teachers because they teach commercial subjects; they discriminate against *all* teachers lacking in general education and educational theory. Hence the summer school is your only way to the recognition you crave. Now you see why I say commercial teachers must go to the summer school?"

"Yes, I see why I should go," he admitted.

Now do you, fellow-teachers, see why *you too* should go to summer school?

NOTE: A directory of Summer Schools offering commercial-teacher training work will appear in our May issue.

Boston

Bryant & Stratton Commercial School Celebrates Sixtieth Birthday

A RECENT issue of the *Boston Evening Transcript* contains an extended write-up of the sixtieth birthday celebration of the Bryant and Stratton Commercial School. The article is illustrated with pictures of the founders, H. B. Bryant and H. D. Stratton; Hermon E. Hibbard, for fifty years principal of the school; J. W. Blaisdell, the present principal; L. O. White, the present secretary and treasurer; and pictures of the first and present home of the school.



J. W. Blaisdell
Principal

From the *Transcript* we learn that the Bryant and Stratton Commercial School had its beginning as one of the International Chain of Business Colleges, founded by those pioneers in business education, H. B. Bryant and H. D. Stratton.

It was on January 2, 1865, that the Boston school opened its doors in the Mercantile Library Building, 32 Summer Street—the same year in which the Massachusetts Institute of Technology was founded. After Mr. Stratton's death in 1868, the school was reorganized under the direction of Mr. Merton R. Hyde. Mr. Hyde, however, was soon succeeded by Mr. Hermon E. Hibbard.

During this time the school was located in various buildings, including 366 Washington Street and 608 Washington Street. It was not until 1903, however, that what seemed to be the ideal place, 330-332-334 Boylston Street, was found. Three buildings occupying the site were razed and the present school building erected. Every detail in the plan

was the subject of discussion by experienced educators, and as a result the present home of the school is one of the finest in the country.

On May 1, 1917, Mr. Hibbard, who was active principal for nearly fifty years, passed away. Very few men are destined to serve so long with one organization or to influence the lives of so many people. He left a memory cherished by thou-

sands who had been inspired and helped by his words. His logical successor was the present principal, Mr. J. William Blaisdell, who had been connected with the school for thirty years, and for a large part of that time intimately associated with Mr. Hibbard in its management.

July 3, 1917, the school was incorporated, and Mr. Llewellyn O. White, with the experience of twenty-one years' association with the school, became treasurer and secretary.



L. O. White
Treasurer-Secretary

April 4th

THE next meeting of the New York City Gregg Shorthand Teachers' Association takes place on Saturday, April 4th, at the Hotel Pennsylvania, and a program really worth while is being planned by the Executive Committee. It is the suggestion of many that those of you who are planning a trip to the "big city" about this time, should make a point of visiting New York on the 4th of April and include the luncheon and meeting of the association in your itinerary. You will receive a mighty welcome from the New York association.

Twenty-Seventh Annual Convention
of the
National Commercial Teachers' Federation

Louisville, Kentucky, December 29-31, 1924

(Continued from the March issue)

Public Schools Department

Report by L. C. Rusmisl

THE Public Schools Department was presided over by Mr. Francis J. Kirker, of the Junior College, Kansas, Missouri, and the program was exceptionally good, as he had wisely selected teachers of high standing in important schools to take part.

Miss Elizabeth Baker, of the Commercial High School, Atlanta, Georgia, made an excellent talk on "The Class Method of Teaching Bookkeeping." She devotes the first semester to the educational objective, using no laboratory material but acquainting the pupils with the foundation principles and the object of the work. She emphasizes the vocational phase and encourages intelligent initiative. The pupils review and discuss the various phases and aspects of the sets illustrating many kinds of business. They are taught about business organization and administration, so that they may more intelligently appreciate what they are recording. The school bank is given much attention. The classes visit the banks and other business institutions peculiar to the locality, methods are studied and much assistance is received from the concerns. Then the latter part of the course can be worked out with a better understanding.

"Retail Selling" was the subject of Miss Helen Haynes, of the Emmerich Manual Training High School of Indianapolis, Indiana. Her pupils, in the main, work part-time and she so presents the subject as to make them tactful, which she considers one of the most important phases of salesmanship. By dealing directly with the buying public they learn much of human nature, how to develop their own initiative in handling many kinds of people; and experiences are discussed in the classes from day to day. The pupils in this department promote all the school publications and school activities, sell the tickets and have contests in selling. Miss Haynes showed herself to be a master of the science and must have that rare talent by which a teacher can impart her knowledge to others.

Mr. L. E. Terry, of the Central High School, Kansas City, Missouri, insisted that accounting should be taught in the high school. He stated that the science is fundamental, that a knowledge of accounting will make the mechanical part more understandable. He favors the balance-sheet approach as being easier for the student to understand. He defined bookkeeping as the technical method of recording transactions, which cannot be intelligently recorded without a knowledge of the basic principles. Accountancy teaches the "why"—bookkeeping the "how."

Mr. J. Clarence Howell, assistant principal of the High School of Commerce, Detroit, Michigan, presented the teaching of arithmetic in a commercial course in an able way. He regrets that most books on the subject are commercial in name only and thus little different from those ordinarily used in the grade schools, discounting the pupils interest at the beginning. He would make the work of practical nature, injecting the commercial calculation from the beginning, showing its application and correlating it with the bookkeeping instruction and commercial law. He would eliminate all that is not of practical nature, emphasize the rapid calculation feature at all times, giving an immense amount of attention to rapidity as well as accuracy.

Mr. Earl Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, discussed in a most able and scientific way "Standardized Tests in Typewriting and the Supervision of Typewriting Instruction." He showed himself to be a deep student of this as well as other subjects. He measures the skill of the student by his ability to grasp the import of the copy. The pupil must interpret all words into finger skill. A graduated vocabulary is the most needed thing in all books, and few possess it. No accurate test can be based upon anything else. A more complete report of Mr. Barnhart's address will appear in a later issue.

Mr. I. R. Garbutt, director of commercial education at Cincinnati, Ohio, discussed the "Duties of a Director of a Large Department" in a way which showed the skill he has developed during a long experience. He related how the work has passed through a period of conquest and is now fully established, the colleges and universities now almost universally recognizing the same and giving credit upon entrance. He sees to it that the various subjects are presented in the broadest and most cultural manner, that the department does not become a clerk factory. Pupils must be trained so that in later years they can advance to managerial positions. The course should consist of 65% academic subjects and should be taught by teachers of high educational attainments. The work of the various teachers and schools must be correlated, teachers must meet and discuss methods and plans, and the director must make outlines to be followed. Mr. Garbutt's paper will appear in full in a later issue.

Business organization and administration, as a foundation course in high schools, was given an enthusiastic endorsement by Mr. George A. Macon, supervisor of commercial education in the Memphis Public Schools. Mr. Macon believes that this subject should be given in the second semester of the junior year, immediately following the course in economics. This position of the subject is recommended because of the importance of completing the foundation work before the senior year is reached. In developing the subject, Mr. Macon said: "The content of a course in business organization and administration should include a preliminary discussion of the opportunities offered in the field of administration. It should also explain the duties and responsibilities which the administrator must assume, such topics including the Elements of Success, The Organization of a Business, Ownership or Proprietorship, Financing of a Business, Different Kinds of Financial Institutions, Executives and Managers, Handling Labor, Purchasing and Selling, Service, Advertising, Safety Councils, Welfare and Thrift Organizations. Further emphasis can be given the course by having leading executives address the class from time to time. This gives the student inspiration of inestimable value. It should never be forgotten that exacting business men measure with greatest care the product of commercial education, and therefore we, as teachers, should be constantly on the alert to add all things necessary to more completely develop the citizens and business men of to-morrow to meet the ever-increasing demands."

"The Place of Commercial Education in the High School Curriculum" was discussed in a most able way by Principal J. L. High-

saw, of the Technical High School of Memphis, Tennessee. He would have the teacher be more of a business man than a teacher; he must be a man active in the commercial and civic affairs of the city. He must have the confidence of the community. Likewise he would have the principal informed as to business affairs as well as in the technicalities of the subjects taught in the business department, and attributed many of the failures of commercial students and commercial departments to the principal rather than any one else. He would have them attend the National Federation meetings and in this way get a better understanding of the work. Too many principals treat the commercial department as a "step-child." He would have this department occupy a standing equal and coördinate with all others. Mr. Highsaw scorned the idea that there is no cultural value to be gained from commercial training and said that he is convinced, after long experience, that as much cultural and mental development will result from a thorough study of stenography and accountancy as from the study of any of the foreign languages. He specially emphasized the fact that the advantage was on the side of stenography and accountancy, and that these studies possess a practical value never attained by any of the foreign languages. Principal Highsaw said that there is no reason why the student who studies Latin should not at the same time study stenography or accountancy, that because the student selected the commercial course he should not be classed as inferior in intelligence to the student who selected the classical course.

However, the student who combines the commercial studies with the classical has a great advantage over the purely classical student, in that he is trained to do something when he leaves school. Furthermore, Mr. Highsaw said that the student had lost nothing in intelligence training in taking the straight commercial course, provided he mastered all of it and not a part of it. He pointed out and condemned the practice of many high school students in selecting just accountancy or stenography and leaving all the other commercial studies. He pointed out that the business man of the future must be trained in the geography, history, and economics of business. He said that the whole matter summed up was this: The commercial course should be equal and coördinate with all other courses given in the high school and that no discrimination should be made against the commercial student simply because he selects the commercial course.

Mr. Highsaw spoke with much enthusiasm and feeling and injected spirit and life into the discussion.

*Private Schools Department**Report by W. D. Wigent*

ON the theory that self-examinations are salutary, to be taken with frequency and in generous doses, the private schools department asked itself these interesting but vital questions:

What does the future hold for the business college?

Is the private business school holding its position in the educational field?

On the first count the contributions were singularly prophetic of an era of substantial business and increased usefulness for those schools measuring up to their opportunities. Only the institutions out of step with the main purpose of their existence need entertain alarm over the destiny of the private commercial school. It was frankly admitted, however, that in coping with the ever-increasing demands made upon the higher type of commercial school, the directing head of the institution should be possessed and obsessed with indomitable courage, which articulates with the sentiment recently expressed by a New England school man of prominence: "If you are going to keep up with the procession, you'd better step right out ahead of it and let the procession come up to you."

Appraising the future status in the light of recent accomplishments, one of the speakers submitted a substantial list of private schools now owning and occupying buildings designed for their own purpose and at costs ranging from \$50,000 to \$300,000. This, it was pointed out, is directly attributable to the renewed confidence in the future of the private school as well as the enlarged vision of greater heights to be attained.

The second question was likewise dealt with affirmatively and constructively. Not only does the private school hold its position in the educational field, but through installation of different courses—business organization, salesmanship, advertising, secretarial science, etc.—the prestige of the school carries a new and fuller meaning. The school, therefore, that surveys the field in its entirety, forgetting precedent if necessary, reshaping its offerings to accommodate a new set of circumstances, will not only find the sun of prosperity shining but will have attained a position of leadership and prominence fully in keeping with the dignity and usefulness of the profession.

Among the fundamental considerations, courses of study and salesmanship were given emphasis. "As is the teacher, so is the school," while remaining unchallenged, is a

sentiment closely paralleled by "By your course of study and its efficacy ye shall be known." Tradition has its importance so long as it is in accord with the demands of the time. If the business world in its march toward progress is finding it necessary to undergo certain vital changes, the private commercial school, whose business it is to train alert business men and women, prospective business partners, in fact, should be willing to blaze new trails along instructional lines. With this as the background, it was argued that the alert school administrator training alert material should, among other things, offer subjects that will develop observation, imagination and judgment. "To justify our existence as educational institutions, we must furnish the student inspiration and develop his creative imagination. Big vision with a true appreciation of the value of hard work, loyalty, courage, honesty, integrity and courtesy, coupled with the determination and willingness to see a thing through regardless of the effort required, are the most valuable things we can give our boys and girls."

"I would recommend," said Mr. H. M. Heaney, of Grand Rapids, "that all schools include personal efficiency in every course. No matter what text is used, this subject offers the greatest opportunity for giving the student vision and a broader comprehension of his obligations to society. It affords an opportunity for giving the student a little polish which sometimes means more to him than his training in bookkeeping and shorthand."

Dwelling upon the technical subjects one of the leaders ventured: "The typewriting department is the real department in the stenographic course; I would make it the best to be found anywhere." "I would give attention to a closer correlation of subjects, strengthening the weak places, and making the complete offering a distinct unit, 'rightly formed and fitly joined together.'" Then, as though reaching the climax, the discussion leader asserted: "I would teach salesmanship every day!"

One of the illuminating spots in the proceedings was the luncheon for business college managers. Here practical ideas reverberated alike with wit and humor. First in order was a discussion on school publicity, a subject developed so impressively that some began to say, "There is good material for our next president of the private schools department." Dealing with the phase applying

to school representation in the field, the speaker defended the practice, saying that enterprises of the first rank organize for the development of business in the field. Why not the business college? Dignified advertising and straightforward presentation of the school's position to render a distinct business service scored several points in this ten-minute talk.

The atmosphere of good will was radiated still further in the discussions which followed and which embraced public school relationship and private school relationship to the business public. From the many nods of approval it was clear that the managers believe "contact" to be the panacea for misunderstandings and misdirected energy—*contact* through coöperation with the public schools, and *contact* with business through commercial clubs and kindred organizations. In this the private schools know whereof they speak, for in the audience

were men whose names appear prominently in the business affairs of city and state.

The roster of speakers, including the discussion leaders, follows:

W. N. Watson, Lincoln Business College, Lincoln, Nebraska; F. L. Dyke, Dyke School of Business, Cleveland; H. E. Barnes, Barnes Commercial School, Denver, Colorado; A. F. Tull, The Business Institute, Detroit; H. M. Heaney, Davenport-McLachlan Institute, Grand Rapids, Michigan; H. J. Holm, Gregg School, Chicago; J. H. Snyder, Spencerian Commercial School, Louisville; A. L. Walters, Littleford School, Cincinnati; B. F. Williams, Capital City Commercial College, Des Moines; L. S. Augustin, Augustin Business College, New Orleans; Miss Alice V. Wylie, Office Training School, Memphis; J. F. Fish, Northwestern Business College, Chicago; S. E. Hedges, Canton-Actual Business College, Canton, Ohio.

The Shorthand Round Table

Report by L. C. Rusmiser

ONE of the most interesting sections was the Shorthand Round Table, presided over by Miss Jane Clem, of the State Normal School, Whitewater, Wisconsin. The whole program moved like clockwork, under the skillful guidance of Miss Clem, who had selected some excellent numbers, first among which was "Predetermining Success in Typewriting," by Miss Minnie Vavra, of the Grover Cleveland High School, St. Louis, Missouri. She advocates the use of prognostic tests before enrollment to overcome the difficulty brought about when the pupil fails during the term when it is too late to enter any other class. While she admits that the failure of pupils is generally uniform in all subjects, it is not always so, and therefore in many instances it should be possible, through scientific judging, to prevent mistakes in enrollment. She went into some detail, explaining a series of tests she has evolved on account of a dearth of material on this line, and the discussion was most interesting. It is impossible in this brief report to reproduce these tests and the result of her experiments, but it is hoped that we may do so at some later date.

"The Application of Psychology to the Teaching of Typewriting" was one of the most scholarly, and at the same time practical, numbers of the whole convention. Dr. W. F. Book, University of Indiana, at Bloomington, is unique in that he is a most practical man and at the same time thoroughly educated and scholarly, and his address com-

bined both the practical and the so-called "high-brow" features of this particular subject.

He stated on the outset that the majority of teachers fail to improve after three years' service. This is not so true of teachers of shorthand and typewriting because they have a more accurate method of checking themselves up—and of being checked up—on account of their contact with the business world. The application of psychology to this subject contributes by emphasizing the attitude of teachers on account of their ability to measure the results attained. It provides a technique measured by the modern prognostic tests. It enables the teacher to have an accurate and specific knowledge of what the pupils are expected to do. The pupil is taught to master involuntary control and technique. Psychology teaches the absurdity of practicing meaningless drills which lead to nothing and must even be unlearned. The teacher learns what favors and what hinders the progress of the pupil. No teacher can prevent difficulties, but she can know how to overcome them. Through a thorough study of psychology, the teacher learns to look at the task from the standpoint of the student.

Mr. W. H. Howard, of the Office Training School, Columbus, Ohio, took for his topic "My Day's Work—How It Is Planned and Carried Out." This was a most excellent address and well worth printing in full. He ridiculed the idea of the teacher's going into a recitation without reviewing the lesson and

carefully planning every detail of it, no matter what her experience may have been. His past experience teaches him what to emphasize and what to eliminate, what to supplement, what to stress. The whole recitation must be a program carefully planned and carried out like clockwork. He introduces material gathered from visiting business offices, from reading magazines and other texts. Students are encouraged to do this for themselves and thus the recitation is made a live thing and much interest is developed by the discussions that result.

Miss Eleanor Skimin, of the shorthand department of Northern High School, Detroit, Michigan, discussed "Tests and Awards in Shorthand," which she favors very much. Mention was made of the Hoke Tests and the Rollinson Tests, which she uses and considers the best yet published. They are not a fad, but they motivate and stimulate interest; they are an accurate method of measuring the progress of the pupil. They transform the work from guesswork to scientific action. They decrease mortality 20%. She promotes the *Gregg Writer* O. G. A. contests and everything of the kind that she can command. She demonstrated the fact that she is a most live and progressive teacher, fully up to demands of the day.

All of the addresses were discussed with much interest, the discussion being led by Mr. C. M. Yoder, of the Department of Commerce, State Normal School, Whitewater, Wisconsin.

The subject of "Advanced Shorthand and Secretarial Work" was developed interestingly by Mrs. Pearl Crosswhite, Littleford School, Cincinnati. In the speaker's opinion, the study of secretarial science should be preceded by a thorough fundamental training with special emphasis upon English and spelling. In addition, originality, alertness, initia-

tive, and memory are predominant qualities to be obtained or awakened. In summing up the discussion the importance of personality was stressed as follows:

Now the last point in student development—the most important, the most difficult, is personality. What is it? Too difficult to define. We all know what it is not. Some have attempted to define it as the impression made upon the eye. Again it has been defined as a quality that may be cultivated. That sounds reasonable. Truly, I believe that favorable or unfavorable impressions are often made through the medium of the eye or the ear, but these impressions are not lasting unless there is character behind the impression. In the words of George Horace Lorimer, "we look in a man's eye for honesty, at his chin for strength, at his hands for temperament, at his nails for cleanliness. His tongue will tell you his experience and prove or disprove his statements as it runs along." When we have analyzed all these factors to our satisfaction, we have generally arrived at a conclusion as to the personality of the individual.

So it is by the daily molding of character, the cultivation of aggressiveness, of justice, sympathy, the spirit of loyalty, the element of dependability and the sense of honesty, that we develop the personality. All these are necessary adjuncts for the boy or girl entering the business world in any capacity.

The concluding number consisted of a paper on "The Correlation of Secretarial Work with Accounting," by Miss Anna Mitchell, Fugazzi School of Business, Lexington, Kentucky. As in the preceding paper, it was pointed out that the first aim should be the "education of the individual." Unless he proceeds understandingly, little good can be accomplished toward preparing him for a definite rôle in society. To produce a thinking individual with some idea concerning the structure of modern business and how it is conducted, is the goal on which the teacher should concentrate. In this lie successful teaching and the essentials of vocational leadership.

The discussion was led by Mr. E. V. Atkinson, Fifth Avenue High School, Pittsburgh.

Business Round Table

Report by Jay W. Miller

THE program of the Business Round Table was based upon replies to a questionnaire sent to practically all members of the N. C. T. F. asking for suggestions and criticisms. In this way the committee had endeavored to prepare a program of subjects in which the majority of commercial teachers are interested. Speakers were limited in time and a large number of members were thus enabled to participate.

At the Monday meeting, Mr. D. E. Short, C. P. A., Fall's Business College, Nashville, Tennessee, discussed "A Practical Schedule in Advanced Accounting." Mr. Short main-

tained that such a schedule should include the following basic subjects: Arithmetic, Elementary Actuarial Science, Business Organization and Administration, Economics, Commercial Law, Auditing, Accounting, and Income Tax Procedure.

W. R. Kiddoo, Goldey College, Wilmington, Delaware, discussed "Using Arithmetic Solutions and Proofs as a Preparation for Accounting Statements." Mr. Kiddoo suggested "longer and more complete solutions in arithmetic and a proof wherever possible. 'Unless we teach our students to prove their answers, we are accomplishing only 50% of our task.'"

A paper on "The Correlation of Penmanship and Bookkeeping," prepared by Miss Clara B. Schulte, Senior High School, Dubuque, Iowa, was read by Miss Alta Warner, Davenport High School, Davenport, Iowa. Miss Schulte sent some interesting specimens of her students' work and these were placed on display.

H. M. Heaney, Davenport-McLachlan Institute, Grand Rapids, Michigan, gave an illuminating talk on "Side Dishes of the Penmanship Class." Specific suggestions were: (1) Classification of students' specimens into three grades, and publication of the names of students in Class 1 and Class 2; (2) Grading of specimens occasionally by some local business man; (3) Constant use of penmanship slogans; and (4) Grading of students' specimens by themselves by passing their papers around for selection of best specimens by majority vote.

A. M. Hinds, Supervisor of Writing at Louisville, Kentucky, closed the program with a talk on "Arousing Enthusiasm in Penmanship." Means of doing this, according to Mr. Hinds, are: (1) Enthusiasm of teacher; (2) Self-grading to disclose progress; (3) Use of competition and honor rolls; (4) Minimum of exercise drills and maximum of practical writing; and (5) Determination of monthly grade in part by considering out of class work.

Among those participating in the general discussion were L. S. Augustin, Augustin Business College, New Orleans, Louisiana; J. Clarence Howell, Detroit High School of Commerce, Detroit, Michigan; C. C. Crawford, University of Indiana, Bloomington, Indiana; and L. E. Terry, Central High School, Kansas City.

The Tuesday meeting was devoted to a discussion of Salesmanship and Personal Development. B. Frank Kyker, Berea College, Berea, Kentucky, spoke on "Methods in Salesmanship," and emphasized the ways in which salesmanship instruction may be used to develop the confidence of the student in himself.

C. R. Crakes, Moline High School, Moline, Illinois, talked on "A Salesmanship Program that Gets Results (High School)." The salesmanship course as offered in the Moline High School, includes: History of Salesmanship, Recent Developments in Salesmanship, Necessary Qualities of a Successful Salesman, Study of Psychology, Actual Sale including steps and sale projects, Report on Work in Local Stores, Window Displays, Advertising, Local Speakers, Reviews and Examinations.

An especially interesting report was presented by Clarke E. Harrison, Draughon's Business College, Atlanta, Georgia, on "The Salutary Effect of Salesmanship Instruction upon the Whole Student Body." Mr. Harri-

son explained how his institution was preparing a monthly report on the students' ability in various traits that are usually discussed in a course in Salesmanship. Each student is graded on the following: (1) Ability to Learn; (2) Quantity of Work; (3) Quality of Work; (4) Industry; (5) Initiative; (6) Cooperativeness; (7) Attitude toward Work; (8) Speed; (9) Accuracy; and (10) Disposition. As a result of this monthly analysis and report, a larger percentage of students are "making good."

A paper on "Developing the Personality of the Student," prepared by W. A. Robbins, Lincoln Business College, Lincoln, Nebraska, was read by Miss Elsie A. Hammond, of the same institution. Mr. Robbins suggested the following handicaps as present in many students: (1) Ill health; (2) Laziness—mental and physical; (3) Lack of Courage; and (4) Lack of Purpose. Overcoming these handicaps helps to build personality.

Miss Marie Driscoll, Senior High School and Junior College, Eveleth, Minnesota, was unable to be present but sent in a paper on "Teaching Personal Development in the High School."

The feature of the Wednesday meeting was an address by Mr. Frank Cassell, vice-president and general sales director of Belknap Hardware and Manufacturing Company, Louisville, on "What I Expect Your Graduates to Know." Mr. Cassell presented a delightful mixture of Southern oratory, Irish wit, and practical suggestions. He expected, he said, that the student should (1) be accurate; (2) know how to spell; (3) use correct English; (4) write a good hand—but not too good; (5) avoid tardiness; (6) avoid long methods when short ones will do the work; and (7) get the names of people accurately. "Nothing is any more important in business than bookkeeping and accounting," said Mr. Cassell. He credited his business training with helping him to attain his present position.

A round table discussion on "Keeping Students Together in Bookkeeping" was led by C. C. Crawford, University of Indiana.

"Thrift and Its Correlation with Commercial Subjects" was discussed by Willard H. Indra, Waterloo High School, Waterloo, Iowa, under three headings: (1) Saving; (2) Right Spending; and (3) Right Giving. "Ignorance as to where money is spent is the chief cause of reckless spending," said Mr. Indra. A definite plan for saving and record-keeping of personal expenditures has been worked out in the Waterloo High School.

A. H. Hellmich, Grover Cleveland High School, St. Louis, Missouri, gave an interesting report on "Intelligence Testing and Its Significance to Commercial Teachers." A comprehensive program in intelligence testing

is being worked out at the Cleveland High School. General discussion was participated in by F. Y. Fox, L. D. S. Business College, Salt Lake City, Utah; W. M. Dowden, Lansing Business University, Lansing, Michigan; and J. H. Thomas, New Albany High School, New Albany, Indiana.

A paper on "Characterology," prepared by C. E. Wade, South Dakota School of Business, Watertown, South Dakota, was read by Bruce Gates, Gates College, Waterloo, Iowa.

Earl W. Atkinson, Fifth Avenue High School, Pittsburgh, distributed a suggestive self-rating chart for commercial teachers. The title was "Let's Check Up on Ourselves," and Mr. Atkinson divided the suggested checking into the following divisions: (1) Education; (2) Teaching Experience; (3) Business Experience; (4) Commercial Sub-

jects You have Taught; (5) School Activities; (6) Adaptability and Tact; (7) Health and Personal Appearance; (8) Executive Ability; (9) Value to Your Community; and (10) Professionalism.

James E. O'Brien, Moorcroft High School, Moorcroft, Wyoming, gave an eloquent plea on the subject "Public Speaking—Its Relation to Commercial Education." "Commercial Education," said Mr. O'Brien, "is to instruct students in the fundamentals of business, and to give them the ability to do constructive commercial thinking, while public speaking will enable the student to impart his thoughts which otherwise his generation and posterity might lose."

The Business Round Table closed its program on time.

Seventh Mid-Year Educational Conference

Commercial Section

Report by W. W. Lewis

THE Seventh Mid-year Educational Conference was held at the Michigan State Normal College, Ypsilanti, January 16 and 17, and all sessions were well attended. The commercial section, under the leadership of Chairman Roger P. Cleary, met at the Cleary College on the afternoon of the sixteenth, when the topic, "To meet the needs of business are our public schools giving their students the efficient training they should have in English, Shorthand, Book-keeping and Accountancy?" was discussed by Mr. Edwin L. Miller, supervising principal of High Schools, Detroit; Miss Estelle Downing, professor of English, Michigan State Normal College, Ypsilanti; Mr. W. W. Lewis, head of the Theory Department of Gregg School, Chicago; Mr. Frank A. Osborn, a public accountant of Columbus, Ohio; and Mr. W. H. Kerman, certified public accountant, Fort Wayne, Indiana.

Mr. Miller stressed the importance of composition in the teaching of English, and that of giving the student something to write about, teaching him how to collect his material and then to organize it, as well as how to write and rewrite his composition,

eliminating the unessential; then the reading of it to an audience of his fellow-students.

Miss Downing believes that the majority of high school students are successful in English. She stated that in her analysis at the Normal School she found the greatest deficiency of the student to be the lack of knowledge of English grammar, and she strongly urged that more attention be given to emphasizing the mechanics of English vocabulary, to developing the ability to express one's self before his peers, to overcoming diffidence towards the subject, to the cultivation of the habit of functioning with other people, and to the development of the ability and desire to serve.

In discussing the subject of shorthand, Mr. Lewis stated that very little complaint had come from businessmen in regard to shorthand alone, but that occasionally he did hear complaints against the correlated subjects, such as spelling, punctuation, arrangement, and general office duties. He urged all teachers of shorthand to be teachers of every subject in curriculum, not as separate subjects, but in connection with their daily shorthand teaching. Mr. Lewis suggested that the

teacher who would continue satisfactorily to prepare students for business should first of all be able to do that which he expects of his students and then make himself thoroughly familiar with the business requirements of his community, present a good appearance, look well to his health, be a leader in his community both socially and professionally, carry a smile, and keep young.

Mr. Osborn gave a very interesting talk on accounting, and Mr. Kerman treated the subject of auditing in a most able manner.

The program was closed with a social hour in the library of the college, where the Commercial Teacher's Club served as hosts, and those who left early certainly missed a real treat.

The entire meeting well repaid attendance.

Edward J. McNamara

New Principal of the High School of Commerce

New York City

ONE of the most encouraging of recent developments in commercial education circles is the appointment of Mr. Edward J. McNamara, an authority in commercial education, as principal of the High School of Commerce, New York City.

Mr. McNamara's graduation from La Salle Academy, his B.A. from Manhattan College, his M.A. from Columbia University, his Master's Diploma in English from Teachers' College, provide the necessary general educational background. In addition to this, however, he brings to his new position an enviable record as a commercial teacher, Supervisor of Commercial Education in the evening schools, Administrative Assistant in the Girls' Commercial High School, Brooklyn, and lecturer and teacher in Adelphi College, New York University, Pace Institute, and the summer school of the University of California.

Mr. McNamara's career has been one of wide educational activity. In addition to the administrative and supervisory work that has been entrusted to him Mr. McNamara has written helpful and informative articles for the *Gregg Writer* and the *American Shorthand Teacher*. He has been president of the First Assistants' Association, president of the Male First Assistants' Association, and is now president of the Administrative Assistants' Association. For five years he served

on the Syllabus Committee of the State Department of Education and was a member of the Examinations Committee of the State Department of Education. At present, he is one of a committee appointed by the United

States Bureau of Education to make a national survey of Secretarial Work and Collegiate Courses in Commerce. He is also assisting the Director of Extension Activities of Hunter College in outlining collegiate courses for the training of commercial teachers.

As a member of the Education Committee of the Brooklyn Chamber of Commerce, and in many other ways, Mr. McNamara has kept very closely in touch with the business world. His keen analysis, his organizing and administrative ability, his intimate and sympathetic understanding of the needs of business, together with his ideals of what a High



Edward J. McNamara

School of Commerce should be, insure the school's entering, under his leadership, into a new and larger sphere of usefulness.

Mr. McNamara's appointment to head of one of the principal commercial high schools in the Metropolitan area, is an important recognition not only of his ability, but is further recognition of the principle that commercial high schools should be directed by men who know commercial education, and who have a background of academic education as well. We sincerely congratulate Mr.

McNamara on his appointment and the Board of Education of New York City on its appreciation of the practical advantages to be ob-

tained by appointing a man of Mr. McNamara's training and educational equipment to this important post.

Spring Contests in Shorthand and Typewriting

THIS month and next will see "trials of strength" between commercial students all over the country, not only in the contests for *Gregg Writer* credentials, but in the county, district, and final events in shorthand and typewriting held to determine the state championships. State-wide contests are now being conducted in nearly all the states of the union, so many, in fact, that our space no longer allows of detailed announcements. Not all the chairmen have sent in their schedules to us, but a summary of the reports received shows the following big meets scheduled, in addition to local competitions too numerous to mention.

The commercial contest has proved itself a potent influence in promoting better work everywhere.

If your students are not already entered, get in touch with the manager in your state or district—it may not be too late for them to take part. You will want to get in on next year's tests, anyway, if not this season's!

California

Southern California Commercial Contest, Los Angeles, April 28. Chairman, Contest Committee, Miss Margaret Keefe, Metropolitan College, Transportation Building, Los Angeles.

Idaho

Annual Idaho Shorthand District Contest, March 27. Events for one- and two-year students. Chairman, Contest Committee, Carolyn Overstreet, President, Idaho Commerce Teachers' Association, Blackfoot.

Annual Idaho Shorthand District Contests, South Central Idaho District, Gooding College, Gooding, April 24. Chairman, Contest Committee, D. A. Hiles, Gooding College, Gooding.

Illinois

Third Interscholastic Contest in Commercial Subjects, Carbondale, March 27. Shorthand, typewriting, and penmanship events for one- and two-year students. Contest Manager, T. L. Bryant, head, Commercial Department, Southern Illinois State Teachers' College, Carbondale.

Third Interscholastic Contest in Commercial Subjects, Macomb, May 2. Shorthand and Typewriting events for both first- and second-year students. Contest Manager, D. C. Beighy, head, Department of Commercial Education, Western Illinois State Teachers' College, Macomb.

Indiana

Indiana State Commercial Contest, Muncie, May

1. Shorthand, typewriting, and other commercial subject events for one- and two-year students. State Contest Manager, M. E. Studebaker, Ball Teachers' College, Muncie.

Michigan

State High School Shorthand and Typewriting Contest, Kalamazoo, May 15. Elimination contests in the nineteen districts on April 25. State Chairman, S. B. Norcross, Central High School, Kalamazoo.

Upper Peninsula Shorthand and Typewriting Contest, Marquette, April, 1925. Chairman, Contest Committee, C. C. Wiggins, head, Commercial Department, Northern State Normal School, Marquette.

Minnesota

Minnesota State Contests will be held in May on the campus of the University of Minnesota. Conducted by Dean Dowry, of the University of Minnesota.

Missouri

Northwest Missouri High School Contests, Maryville, April 23-25. Events for shorthand, typewriting, and other commercial subjects. Contest Manager, Miss Elizabeth Briggs, Northwest State Teachers' College, Maryville.

Shorthand and Typewriting District Contest, Nevada, March 25. Contest Director, Miss Nell Dorman, High School, Nevada.

Montana

Montana State Scholarship Contest, Bozeman, April 25. Shorthand, typewriting, and transcribing events for one- and two-year students. State contest to be preceded by district elimination events. Contest Director, J. H. Holst, head, Commercial Department, Montana State College, Bozeman.

Nebraska

The Nebraska Commercial Contest will take place April 24. District elimination events having been held the last Friday or Saturday in March. State chairman, Miss Alice G. Harvey, South High School, Omaha.

Ohio

Sectional Contests in Shorthand and Typewriting, April 18, at Toledo, Lima, Middletown, Columbus, Cleveland, Canton, and Zanesville or Cambridge. State contest will be conducted at the State Normal College, Bowling Green, May 2. Managers, Edwin G. Knepper, and Miss Hazel D. Fitzgerald, State Normal College, Bowling Green.

Oklahoma

Oklahoma Interscholastic Scholarship Contest, Stillwater, May 7, 8, and 9. Events for shorthand, typewriting, and other commercial subjects. Contest Manager, W. Rude, School of Commerce, Oklahoma Agricultural and Mechanical College, Stillwater.

(Continued on page 264)

EDITORIAL COMMENT

ON SUNDRY TOPICS

"Basic Principles"

IN the recent examination for "first assistant," held in New York City, one of the questions asked, in effect, was, "Outline the basic principles of the system of shorthand you write."

The position of first assistant is a very important one, for it means the principalship of the department. A teacher in this position must not only know the technology of his subject and be familiar with administrative practices, but he must have a broad general knowledge of school problems. Obviously, the greatest problems of the principal of a department in a vocational subject, and the teachers, too, are concerned with the technical features of the course. The examiner who proposed this question knew what he was doing.

We wonder how many teachers could write a clear-cut, enlightening, and effective answer to such a question. It is our belief that every teacher should know as much about the system he teaches as possible, not that he will necessarily drag in all the nuances of the system into his teaching, merely for the purpose of exploiting his knowledge, but because it gives him a background of understanding that is impossible without such comprehensive knowledge. The teacher is often called upon to defend a position he has taken. He has a certain responsibility to carry to a higher level the ideals of his profession, to enlighten the minds of others. This he cannot do successfully without knowledge. Mr. Gregg has well expressed a thought that fits into this situation:

The truth is that it is difficult for anyone to get away from the impressions which have been placed in his mind by constant reading and practice. Habits of thought and action control all of us. Since practically all the literature of shorthand for nearly three-quarters of a century—that is to say, during all the time that shorthand was widely used—has been written or published by those who are interested in the maintenance of a certain style of shorthand, considerable independence of mind is required to emancipate one's self from the impressions thus produced.

Fortunately for teachers of Gregg Shorthand, there is a book which furnishes an inexhaustible and authoritative fund of ma-

terial on the subject. In "Basic Principles of Gregg Shorthand," Mr. Gregg has produced a work that is of incalculable value. Every feature of practical shorthand construction invented since the beginning of the art has been analyzed in relation to the most modern practices. The whole subject is treated in a broad, scientific way. Moreover, the book is enormously entertaining. Any teacher who wishes to get a fresh outlook on the whole subject of shorthand, will find "Basic Principles" not only satisfying in that direction, but tremendously inspiring. A study of this book—or a mere reading of it, for that matter—will carry you to your schoolroom work not only with a keener appreciation of your profession and a richer fund of materials, but with the confidence that only a broader understanding can give.

—R. P. S.

AT the annual meeting of the Merchants' National Bank, Cedar Rapids, Iowa, Mr. A. N. Palmer, author of the Palmer Method of Business Writing, was elected to the Board of Directors. This recognition of the organizing ability and financial genius of the dynamic "A. N." will be gratifying to his many friends.

THE preliminary announcement of the 1925 Summer Session, University of California, is just off the press. The host of commercial teachers who attend this summer session are to be congratulated. Two credit courses will be offered under the Department of Education, by Mr. Albert E. Bullock, A.B. The titles of these courses are:

Administration of Commercial Departments
General Discussion of Methods of Commercial Education

Mr. Bullock was recently appointed supervisor of Commercial Education of the Los Angeles City High School District. Los Angeles has the largest high school enrollment west of Chicago, and is famous for its vocational, industrial, and commercial schools.

Supplementary A

Vocabulary

Compiled by Mr.
Whitewater State Normal

(Concluded from

The *architect* discovered the *danger* in time to warn the *messenger*.

The *salesman* employed the *secretary* because he was *obedient*, *anxious*, and *earnest*.

The *coupon* will be issued to every *secretary* of this organization.

The *salesman* had an *abundant* supply of material *illustrating* the *operation* of the *invention*.

The *attorney* for the *defendant* failed to show any *sympathy* toward the *various* witnesses in the trial or case which was tried in *civil* court yesterday.

Instead of *prosecuting* the *various* individuals, the *attorney* pleaded for their release.

The *variety* of answers given to these questions *illustrates* clearly the inadequacy of the *vocabulary* of the *citizens* of this country.

After hearing the *testimony* an *unusual* *verdict* was given to the *English* *salesman*.

A *warrant* was issued for the arrest of the *secretary* on account of the theft of the *automobile*.

Among the people in the church was the *administrator* of the cabinet of the *United States*.

The *demoralization* of the *American* *civilization* is a *disaster* which is *incomprehensible*.

The *salesman* tried to *illustrate* the *modern* use of *flour* contrasted with that of the *Revolutionary* period.

The *employer* discovered that his *executive* refused to make the *testimony*.

The *administrator* of the *institution* was called upon by the *attorney* to *appear* at the *cabinet* meeting.

The *automobile* accident on the *boulevard* proved *disastrous*.

The head of the *wholesale* warehouse refused to be *cordial* to the *attorney*.

The *introduction* of the *English* *doctrine* appeared to meet the favor of the *legislators*.

The accident was *unavoidable* and he *withdrew* the *warrant*.

The *attorney* did not *approve* of the *procedure* of the *bankrupt* in disposing of the *property*.

They are *anxious* to get the *annual* catalog sent immediately.

The *modern* child is not *obedient*.

The *salesman* with his large *vocabulary* gained the *support* and *sympathy* of the *society*.

The *operation* was *dangerous*.

The *enormous* *disadvantage* was overcome because of the *ignorance* of the competitor.

Practice Material

Sentence Drill

Mrie S. Benson

rm Whitewater, Wisconsin

March issue)

The *earnest messenger* proceeded with the *manuscript* to the *address* given him by the *prosecuting attorney*.

The *coupons* will be *counted* by a *delegation* appointed by the *secretary* of the *church*.

Being *ignorant* of the *social situation*, the *passenger* *withdrew*.

He *proceeded* to the *institution* intending to *prove* the identity of the *architect*.

Another *messenger* reported the *danger* of the *approaching vehicle*.

The *ignorant citizen* lost his *property* because he failed to *fulfill* his promise given to the *attorney*.

The *messenger* *proved* that the package was delivered to the *employer's head-quarters*.

The *struggle* in *Europe* brought the *support* and *sympathy* of the *U. S.*

It was just by *accident* that the *address* of the *administrator* was found, otherwise he would not have been able to sign the *affidavit*.

The *architect* was *anxious* to *attach* the *attorney's certificate* of *authenticity*.

Modern civilization is a *great social struggle*.

The *benignant administrator* *proved* the *authenticity* of the *affidavit*.

There is *really* no *reason* why he should *refuse* to *reciprocate* the *favor* and *vote* for you.

Her *social position* won her the *support* and *sympathy* of her *secretary*.

The *property* of the *bankrupt* was put into the hands of the *prosecuting attorney*.

Alaska is under the *jurisdiction* of the *United States* and has a representative in our *national legislature*.

The *executive committee* was *curious* to *discover* the most *economical* way to *proceed* in the matter.

Some people in the *United States* *struggle* with their *English work*, especially *punctuation*, *grammar*, etc.

My *employer* will *inherit* a large sum of *money* and *property*.

We *intend* to *prove* that the *procedure* was *modern* and *practical*.

The *English employer* will *engage* in *legislative practice*.

Another *annual catalog* will be published for the *approval* of the *cosmopolitan population*.

He will *study* the *social situation* and *specify* a *doctrine* to be followed.

The *automobile accident* on the *boulevard* is *conclusive* of the *danger* of *speeding*.

I am *thankful* that this *vocabulary* has such an *unusual variety* of *indispensable words*.

Story of The Teachers' Blackboard Contest

By Florence E. Ulrich

FIRST PLACE: Mrs. J. P. Peterson, Humboldt College, Minneapolis, Minnesota

SECOND PLACE: Guy G. George, High School, Coeur d'Alene, Idaho

THIRD PLACE: Nora T. Mangan, North Providence, Rhode Island

ONCE again we have had the interesting and pleasant experience of reviewing a great many specimens of teachers' blackboard writing submitted for the Annual Blackboard Contest. As Mr. SoRelle glanced through the pile on his desk, he said, "They get better and better, don't they?" and we agreed with him.

The prize awards were made in a unique and interesting way this year. One of the members of the contest examining committee, after a careful review of all of the specimens received, chose the thirteen best specimens. These were turned over to one of the stenographers to be mounted on cardboard with a number given to each specimen as the only mark of identification. No one but the stenographer knew to whom the specimens belonged. These thirteen specimens, while losing their identity completely during the time that they were going through the hands of the committee to be examined, criticised, approved or disapproved, did not lose their individuality by any means. Each specimen bore the stamp of the individuality of the writer.

First Place

Specimen number 7 came up first for attention when it was voted in for first place by one of the committee on the ground that "it had dash and fluency, good curvature, and was a beautiful blackboard style." The outlines for "pupil" were not well proportioned, however, and for a while it looked as though the specimen must relinquish first place in favor of specimen number 9, which also attracted immediate notice as having a "wonderful style—fluent, beautiful." At this point a real struggle commenced which bade fair to result in a hurried call for a sheriff. It was something on the order of "Katy-did, Katy-didn't." Both plates were beautifully executed, but both had faults. The question was, were the faults of equal weight or were they of different weights; and, if so, which was of the lesser importance? While the proportion in specimen number 9 is better throughout the copy, the curves are inclined to be flat, and there is a noticeable dropping down on the *l* in the phrase "will become." A minute

examination of each word in the copies disclosed a theoretical error in specimen number 9 which threw it out of first place—the hook vowel was used in "approaches," though the outline is given in the dictionary. So number 7, written by Mrs. J. P. Peterson, superseded number 9, and was voted in for first place, number 9, written by Mr. Guy G. George, taking second place.

Third Place

Specimens numbers 2, 6, and 11 were voted in the race for third place. Specimen number 2 made a good first impression because of the wonderful fluency of the writing, but it was objected to on the ground that the curves were too flat, and proportion was not maintained throughout. Some of the individual outlines were poorly written; for instance, in "self-activity," the *k* is longer than it should be, and the *v* is carried too far away from the rest of the character; in "successful," the hook was not correctly made; and the outlines for "pupil" were not uniform in slant. Regardless of these faults, there is so much dash and life in the specimen, that it was only after much deliberation on the weight of these faults, that it was laid aside as out of the running. That left specimens numbers 6 and 11 as possibilities for third place. Both reflected remarkably good work: the dash and life of each of them was truly beautiful. Both had many good qualities, and on the first examination they were classed as of equal merit. A closer analysis of the individual outlines revealed certain flaws in both specimens, and it was the difference in the relative importance of these that decided third place for specimen number 11, written by Miss Norah T. Mangan. So third place was won by a narrow margin.

We congratulate the prize winners, and we also congratulate the Honorable Mention winners because each of them has a beautiful style. We are reserving our comments on the individual specimens for a series of articles to be made a special feature of this magazine commencing with the new volume. We will say here, however, that it was merely

TEACHERS' BLACKBOARD CONTEST

FIRST PRIZE SPECIMEN

SECOND PRIZE SPECIMEN

THIRD PRIZE SPECIMEN

VORAN T. M. 1925

one fundamental fault persisted in that put certain specimens out of the running for the prizes.

About the Winners

All of the writers who were in former contests improved considerably in their style of writing—some more than others—and they improved because they kept everlastingly at it. Mrs. Peterson has been sending remarkably good specimens to us each year. She has always had to be reckoned with in the Teachers' Blackboard Contest, just as her students have to be reckoned with in the Annual O. G. A. Contest. Last year she tied for third place with Miss Eleanor Skimin, and this year she wins first place. She writes:

In the shorthand school year of Humboldt College there are, of late years, two outstanding events: One is the Teachers' Blackboard Contest, which closes now for this year as far as I am concerned, with the mailing of this photograph; the other is the O. G. A. Contest, and we are working towards it with all the strength and skill we possess, so as to send in a club of papers that will rank high in the contest. Our slogan this year is "Fluency and Form"—and, of course, that has been my objective in this blackboard specimen as well. So row I deliver it into your hands—knowing that in so doing it is in good hands—for final judgment. This is once that we got a respectably good photograph the first time."

Mr. George will be remembered by many of the teachers because of the fine work he did several years ago. He has recently returned to teaching, after a few years in business, and evidently has not lost any of his former skill. Mr. George writes as beautiful shorthand with pen as he does on the blackboard, as you would readily agree after seeing the letter he sent with his blackboard specimen.

Miss Mangan's name will be found in the Honorable Mention columns of previous contests. She has submitted good specimens of shorthand writing before, but never have they had the *finesse* that this specimen has. If she makes the same progress during the new year, we predict especially strong competition from that quarter for first place in the next contest.

It was interesting for us to discover that specimen number 2 and specimen number 6 belonged to prize winners of other years. Specimen number 2 was from Miss Vera Warriner, who tied for second place last year, and specimen number 6 was from Douglas Rodebach, who tied for third place in 1923. Both of these teachers have a remarkably fluent style of shorthand writing. If Miss Warriner had put a little more fullness in the curves—which is the chief fault on her specimen this time—at the same time preserving the fluency and slant which distinguish her work, her style would be ideal.

We have great hopes for Miss Warriner, and expect her to carry off first prize yet!

With a little effort devoted to the writing of *gr* combinations, Mr. Rodebach will be a dangerous opponent in the next contest! We shall discuss some of these outlines in detail in a subsequent issue.

Miss Eleanor Skimin, whose name will be found in the Honorable Mention column, came very close to the top in the contest again this year. Her writing had the same degree of life and dash that characterized the specimen that tied for third place last year, but Miss Skimin's difficulty is in maintaining proportion, and when once she has acquired that, her writing will reach the high-water mark. An extract from her letter shows the friendly rivalry between teacher and students, and incidentally demonstrates one way of getting students to work without the constant urging of the teacher:

You see, we have a mutual agreement that if I work hard on the teachers' copy, they (the students) will do their best with their copy for the Annual O. G. A. Contest.

Someone said to us recently that "Miss Skimin is a live-wire teacher," and we know that she is!

Some wonderfully fine specimens were received from the teachers in the Detroit Commercial College, and many of their names will be found in the Honorable Mention columns. The specimen submitted by Miss Maclean was beautifully executed, but the copy as a whole lacked unity of style. In other words, while the individual outlines, taken by themselves, are well executed, the copy as a whole lacks uniformity of movement. There are not many individual outlines in Miss Maclean's specimen open to criticism, but the copy looks as if each outline had been deliberately studied and written separately. The result is that it lacks the life and dash of a specimen "written right off." Miss Maclean can write a pretty and fluent style—frankly, the notes we received from her written at the rate of 125 words a minute had more of the qualities that are to be desired.

Our "Mascot"

We are going to make only one more comment, and that is on "the mascot" which we received. The smallest specimen received in the contest was only about an inch square, and was submitted by Miss Melba E. Ramsdell, of Saco, Maine. We have a vivid recollection of a very muddy detour made in that vicinity last summer, so we cannot forget Saco! The specimen had to be examined through a magnifying glass, but what we found was very pleasing. Miss Ramsdell writes a beautiful hand both on the board and with pen, and we are truly sorry that

the specimen was not large enough for us to get "a real good look" at it. You will find Miss Ramsdell's name in the Honorable Mention column.

All you teachers taking part this year are to be congratulated not only upon the fine work you did, but also upon your fine spirit. We are proud of you!

Teachers "Swap" Experiences

SOME specimens written by Miss Nellie E. Walters, Chesterton High School, Chesterton, Indiana, were photographed out in the snow bank, but she didn't tell us how she managed it!

Here are some of the interesting experiences other contestants reported:

If the circumstances did not permit of my getting a good hearty laugh out of my trying for this contest, at least I had a spell "of the dry grins." I have followed the Blackboard Contest with interest in past years, but I never thought of entering because this is my fourth year in this school, and we have only painted boards, and they are green, at that. And besides that I have never seemed to be able to make much headway in the art of penmanship. But when the January *American Shorthand Teacher* came out with "Prove your Loyalty to your Profession," I began thinking. I have always tried to make loyalty a big word in my professional creed. As I thought about it I reasoned that painted green boards were all I had had for four years, and yet some of my students have succeeded in passing the O. G. A. test. So I spent my Saturday getting a copy of the material. Finally I was satisfied with my efforts, for I had measured and gotten my lines spaced evenly and not running down hill, which seems to be a failing of mine. Then I sent for the photographer. After all that effort, he informed me that I had chosen just the wrong board because of the light, and, anyway, he didn't think he could get anything because the contrast between the green and the white was not great enough. But he said if I would write it on the other board and write heavily and not take too long that he would see what he could get. So now you have a copy just as I dash it off before my classes for, of course, I didn't have time for any measuring or erasing because of unsatisfactory outlines or uneven spacing between outlines. This, then, has been my experience with the contest. I have had a lot of fun out of it and when I get your criticisms, I shall try to improve.

—Annie Cooper, St. Anthony, Idaho

* * *

Could not procure a good blackboard for use in my home, so spent one morning at the church, and as we had no fire was unable to get a good copy, but will send it on anyway.

—Norma Cocke, Clarksville, Tennessee

* * *

I had a great deal of trouble in getting the proper light for the picture and some of the outlines do not show up evenly. However, it is the best that we can get, and "Angels can do no more." Thank you for providing this stimulating contest. One thing I have learned already. Students are not a bit backward in criticising their teacher, and I surely will be afraid to meet my students if I come out "backwards."

—Lorna D. Brown, Spokane, Washington

* * *

"Hope springs eternal in the human breast," or something to that effect, for I have mailed you

another copy of my blackboard notes for the annual contest, and hope, of course, that they are better than the notes I sent in last year.

—Marie Mahaffy, South St. Paul, Minnesota

* * *

I could not resist your invitation to take part in the Blackboard Contest, and so to-day I am mailing you a photograph of my notes. Oh, how thrilled I will be if I should have an Honorable Mention! I never saw so much enthusiasm in my class over any work. Each time the pupils saw a practice copy on the board, they immediately proceeded to examine it, and now they will very eagerly await your report. You are to be congratulated on the good work you are doing for both teacher and pupil.

—Margaret Webb, Scranton, Pennsylvania

* * *

I have worked on the copy and even though I do not get anything in the way of a prize, it has been worth the effort. I shall do much better next time. When I received the photograph this morning, my first impulse was not to send it. The reason was that the first time the word "self-activity" appears it is written with the commas. Since it is written correctly the next time, I hope you will know that I knew how to write it. The only way I can account for the error is that I had worked on the copy so long that day that I was a trifle tired and as a result made the incorrect character. I am sending the photograph and I hope that when next year comes I shall do everything right. I know that I shall profit by the criticism which will be given my copy, and in that way I will be greatly benefited.

—Gena Ostby, Pullman, Washington

* * *

I am sending you to-day a photograph of the Teachers' Blackboard Contest copy. I fear I may have rounded off my angles too much for what you will consider good blackboard shorthand, but I have practiced so much to get around angles quickly that I can't write any other way. You will probably notice that some of the outlines in the photograph are heavier than others, and even parts of the same outline differ in regard to density. The photographer informs me that this is due to the way the light struck the board, as the original copy was absolutely uniform in this respect.

—Martha E. Bowen, Waterbury, Connecticut

* * *

My specimen will be a disgrace to the "Clan and the profession," but I did want to show my appreciation for the splendid help the O. G. A. has given us by evidencing a little enthusiasm. The lighting conditions and the kind of blackboards have made it very difficult for the photographer to secure a printable print. This was the best he could do after four trials.

—M. Esther Curley, Sharon, Massachusetts

* * *

Inclosed is a print and a negative of my Blackboard Contest notes. Of course, I know it is rather late for them to be considered in the contest, but it was not my fault and I wanted you to know that

I did at least experiment—that's about all it was, for I have had no time to practice. My prints were delayed in the mail for a whole week, and I did not receive them until to-day. So I am "out of luck" this time—not that I hoped to win a prize, but I did want to be "in on the Contest." I'll start earlier next year! Here's to the winner!

—Melba E. Ramsdell, Saco, Maine

* * *

It seems to me that I can see considerable improvement over my work of a year ago, but if one has worked for a long time on one copy, it is sometimes difficult for one to judge accurately. I certainly do enjoy these contests immensely, both in the working to improve the outlines, and in the feeling that others all over the country are doing the same thing.

—Mrs. Marion F. Woodruff, Gloucester, Mass.

* * *

Before Christmas, I made my first specimens on the board and took the pictures. The photography was very poor, in fact, not usable. Right after the holidays I again wrote specimens and took pictures of them. Before I had gotten them to the photographers, I was obliged to stay home several days, a victim of Grippe. In my absence, the films were not sent, and when I returned this week, it was too late to do anything. I am sending a pen copy of the material, according to Miss Ulrich's request, just to show my "loyalty to the Clan," and hope to really enter the contest next year.

—Lillian B. Sweet, Geneva, Illinois

* * *

I had the misfortune to slip on an icy sidewalk the first of this month and have not been able to practice for three weeks. There is little use for me

to send in a specimen of my notes, as I have a stiff wrist—my right arm is the injured member—so have little control of my pen. You will know, though, that I have been interested in the Teachers' Blackboard Contest, and my paper will be one more toward the goal you hope to reach. You will see from the inclosed film I did manage to get one copy on the blackboard. Due to over-exposure or perhaps a defective film, the characters cannot be seen unless you hold it in front of an electric light. Time would not permit me to try again, as I had to send to Fort Madison, Iowa, to have the film developed, and several days would have elapsed before it could reach me. Next year I may be able to send in a specimen worthy of consideration. I intend to make the effort, at least.

—Sister M. Stanislas, Nauvoo, Illinois

[We hope that Sister Stanislas has fully recovered from her injury by now.]

* * *

Just a few hurried lines to tell you I am very sorry I knew nothing of the date of the Blackboard Contest until I received your letter yesterday evening, so in order to show my loyalty to the Clan, I wrote it off at first sight, between classes.

—Sister Vestina, Santa Fe, New Mexico

* * *

At this late date I am sending in my manuscript. I have had no success in photographing the blackboard work, so rather than not join the mighty throng that marches on, I am sending a pen-written copy. My only apology is "I did what I could." The contests are an inspiration. Let the good work go on.

—Anna M. Crawford, Boone, Iowa

Honorable Mentions Awarded in the Teachers' Blackboard Contest

Douglas Rodebach, Southern School of Secretaries, San Diego, Calif.

Margaret Webb, Powell School of Business, Scranton, Pa.

Vera Warriner, The Business Institute, Detroit, Mich.

George L. Gebhardt, Bliss College, Columbus, Ohio

Lola Maclean, Detroit Commercial College, Detroit, Mich.

Nora M. Martin, Central High School, Bridgeport, Conn.

Eleanor Skimin, Northern High School, Detroit, Mich.

Helen Henry, Detroit Commercial College, Detroit, Mich.

Alta Day, Harrisburg Township High School, Harrisburg, Ill.

W. C. Cunningham, Detroit Commercial College, Detroit, Mich.

Olive Comstock, Detroit Commercial College, Detroit, Mich.

Marie Mahaffy, South St. Paul High School, South St. Paul, Minn.

John P. Griest, York High School, York, Pa.

Mabel M. Leidy, Temple University, Philadelphia, Pa.

Martha E. Bowen, Wilby High School, Waterbury, Conn.

Helen Mageough, Albany High School, Albany, N. Y.

Nellie Scanlon, Drake Business School, Passaic, N. J.

Marion Hearn, Detroit Commercial College, Detroit, Mich.

Marion F. Woodruff, Gloucester High School, Gloucester, Mass.

Bert Leach, Portsmouth High School, Portsmouth, Ohio

Lydia A. Greene, Powell School of Business, Scranton, Pa.

L. A. Fawks, Central Business College, Kansas City, Mo.

Gena Ostby, State College of Washington, Pullman, Wash.

Elizabeth Nettleton, Bloomington High School, Bloomington, Ill.

Lorna D. Brown, Keating School of Stenography, Spokane, Wash.

Edith R. Tatroe, Abraham Lincoln High School, Council Bluffs, Iowa

Norma Marion Cocke, Clarksville, Tenn.

M. E. Curley, Sharon High School, Sharon, Mass.

Mrs. Winnie Yarwood, Detroit Commercial College, Detroit, Mich.

Irma Barkhausen, Beaver Dam High School, Beaver Dam, Wis.

Sister Mary Clarinda, St. Augustine's Academy, Fresno, Calif.

Thelma N. Lewis, Link's Business College, Boise, Idaho

Edith E. Snyppe, Analay Union High School, Sebastopol, Calif.

Louise Cherry, Highland Junior High School, Columbus, Ohio

Bernhart A. Friedman, Hunts Point Secretarial School, Bronx, N. Y.

Gretchen Dinger, Detroit Commercial College, Detroit, Mich.

(Continued on page 255)

Teaching Shorthand Penmanship

By Guy S. Fry

The Second of Two Articles Supplementing Our Series by Miss F. E. Ulrich on "Keeping Your Students Interested"

(Concluded from the March issue)

GENERALLY speaking, shorthand penmanship practice ought to be governed by the same principles as longhand penmanship practice, so that drills will be used only until the desired form has been developed, after which the form itself furnishes the best material for practice.

When a pupil has developed the proper conception of the form he wants to make or has been trained on the separate elements of the form, he is ready to practice the outline itself and should be given such practice rather than movement drills.

The various problems in the solution of which penmanship practice is helpful, vary greatly in their nature and in the generality of their occurrence in the work of different pupils. They will range all the way from certain well-defined conditions affecting the whole class to the individual difficulties of the pupil.

This should be kept in mind so that your work will be planned to give the greatest good to the greatest number.

Drill for Full Curves

Every student has to be given a proper conception of the forms you want him to make, so drill applying in this direction is proper work for the whole class. One of the most important elements of artistic shorthand is fullness of curve. Pupils who have had longhand penmanship training usually develop rapidly in their style of shorthand. As in longhand, the direct and indirect ovals give the basic principles, and the practice on these ovals, both large and small, is always valuable to the Gregg writer because the free, rolling action supplies the very foundation for artistic notes. Most of the problems of slant and direction disappear for the pupil who has learned to apply this movement to his writing. You will get better results in developing movement when your efforts are centered on that.

Proportion

It must be borne in mind, however, that the execution of outlines requires more than movement—it must be *controlled movement*.

It must have a starting place and a stopping place in other words, proportion.

A natural tendency in all writing is toward uniformity. When you are dealing with a combination of characters that are uniform as to size, you have no problem, but you must concentrate attention on forms that require distinction in this direction. This is one of the most important problems you have to meet, because pupils must be trained to proportion their strokes. Your attention should be directed to the combinations of strokes of different length, because the combinations where uniformity is correct will take care of themselves. *Bl*, *gl*, *kr*, and so forth, won't make any trouble, but *br*, *kl*, and *gr* may, and they will have to have special and persistent practice.

Special Combinations

In the first few lessons we encounter practically all types of combinations, so our penmanship problems in general are most pronounced at the start. Fullness of curve, proportion, direction, slant, and size of notes are characteristics that have to be considered all the time. Here and there you meet certain combinations that need special attention and practice. The placing of the circle on the back of the curve is simple in principle, but needs practice in execution. The slanting of *f* and *r* and similar forms also need attention. Such forms as *fear* and *feel* do not present any particular problem in movement, but these forms are very commonly poorly written because the pupil does not have a proper conception of what they ought to be.

The Hooks

In making the hooks, emphasize the importance of having them narrow and deep. If this habit is started when the characters are first taken up, its effect will be observable throughout the pupil's shorthand career in more artistic and more legible notes.

The main thing about *s* and *th* is to make them short and well-curved; in fact, maintaining the curve really insures the proper length, because it is impossible to make quickly

curving characters long. A little special practice is needed on forms such as *sleep*, involving the joining of *s* before *l*. Train your pupils to show both the circle and the hook in diphthongs. Here as elsewhere hooks should be narrow and deep.

Diphthongs

The diphthongs calling for the combinations of hooks and circles should be written so that a line drawn between the elements will leave both distinct.



The Blends

The blends *ten* and *ent* ought to be well curved at the beginning. *Gent* and *tive* should be made with the points on a line and close together.

The little pamphlet lessons in shorthand penmanship prepared some years ago by Mr. Gregg is one of the most valuable aids to the teacher that I know of. It points out the danger spots and calls attention to the errors in form your pupils are likely to develop. I suggest a careful study of this pamphlet by every one of you.

Mr. McClure's "Practical Drills in Shorthand Penmanship" suggests a number of drills, many of which are very valuable. The pamphlets are both worthy of careful study and continuous use.

Drill to Overcome Hesitation

Hesitation between outlines is usually more or less noticeable in the work of every beginning student, and special practice can profitably be given to the whole class in overcoming this. Lack of continuity in writing ordinarily arises from the mental condition of the writer. When a pupil begins to study shorthand, his unit of writing is a single character. He finds it necessary to concentrate his mind on the form and execution of that character to the exclusion of other things, and the result is that in making a series of characters he goes through a series of operations, with a distinct line of demarcation between each. For instance, in writing *red* he thinks of *r* and makes it; then thinks of *e* and makes it; then puts on his *d*. Not always with a simple outline is the pause distinctly noticeable, but to some extent it exists, and he develops fluency in writing only as he gets away from the character unit and makes the complete form a unit. Ordinarily, not much special practice is required to accomplish this development, but the same condition is observed

with regard to the writing of connected matter where the pupil makes a distinct pause between each outline. Because of the less close connection between words than exists between characters in the words, this tendency to pause is not so readily overcome, and usually has to have special attention. We need here simply concentration on the problem at hand.

Phrasing

As the usual thing, students have to be trained in the execution of such forms as *it is*, *to be*, *is to be*, and so forth, in order-

to develop the facility that can be developed in executing these combinations. At the start, they will hesitate considerably between the strokes instead of making the angle sharply and at high speed. Try your pupils some time on these forms and time them to see how much increase in speed will come from a little well-directed practice.

The same condition is met with in forms calling for the combination *str*—a form which can be executed with surprising rapidity if properly done, but which becomes quite burdensome if the correct method of execution has not been mastered.

Perfecting Forms to Assure Legibility

In some instances, penmanship practice must be given with a single view to perfecting a form for the sake of assuring legibility. *As* and *if* present one of the most familiar cases. If a writer has developed a slipshod method of writing through lack of control, he will fail to make these characters proportionately correct. Concentrated practice on the forms until the execution is mastered provides the most satisfactory treatment. Then it is possible, and not so very difficult to make these outlines proportionately correct even under the most difficult writing conditions. Intelligent and persistent practice of forms with a view to establishing correct proportions is the proper solution of overcoming difficulty in discriminating between such words.

"Forcing" the Hand

Practice should be given on simple sentences in the writing of which a pupil will not need to give much thought to the theoretical forms of the outlines, but can devote himself more directly to the rapid execution of the forms.

His speed must be forced so that he is compelled to eliminate any pause between forms. Some pupils can accomplish this unaided; others need assistance. With sluggish minds or hands, it is sometimes helpful to take a drill on figures—1, 2, 3, 4, and so forth—having them written as rapidly as possible. The merit of this lies simply in the fact that the forms of the figures are so thoroughly familiar to the pupils that it requires no thought of him, and speed in execution demands his full attention. A single shorthand outline written repeatedly and rapidly ordinarily will serve the same purpose. In this as in other cases, the practice should be made as valuable as possible by the selection of forms or combinations that it is worth while to write rapidly.

You will note from what I have said that I do not limit the meaning of shorthand penmanship to drills that are not outlines. Shorthand schools to-day must give practice that is done with a special view to developing execution or form.

I think the greatest need of our teaching of Gregg to-day is the recognition of the importance of the form itself, and its execution, and that the greatest possibilities for improvement in results lie in a study of this side of your work, and in the development of your methods in this direction.

Blackboard Contest Honorable Mention Awards

(Concluded from page 252)

- Orpha M. Dean, Technical High School, Hammond, Ind.
 Josephine E. Cribbins, Ansonia High School, Ansonia, Conn.
 Sister Mary Honorine, O.S.F., St. Paul's High School, Wilmington, Del.
 Sister Mary Luca, St. Augustine's School, Chicago, Ill.
 Lillian B. Sweet, Geneva Community High School, Geneva, Ill.
 Anne B. Wright, Beacom Business College, Wilmington, Del.
 Anna L. Evans, Beacom Business College, Wilmington, Del.
 Roland S. Owen, Buffalo Business School, Buffalo, N. Y.
 Muriel B. R. Dumont, Smith Business School, New Britain, Conn.
 Brother Romeo, Mt. St. Charles Academy, Woonsocket, R. I.
 Bessie S. Hagist, Buffalo Center, Iowa
 Sister M. Stanislas, St. Mary's Academy, Nauvoo, Ill.
 Josephine Crawley, New Britain High School, New Britain, Conn.
 Annie Cooper, St. Anthony High School, St. Anthony, Idaho

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The Human Side of Our Presidents

By Thomas L. Masson
in the "Dearborn Independent"

The Presidential inauguration is almost an unofficial ceremony, which time and custom have standardized. Yet in the past it has been the occasion not only¹ for great emotional displays, but for the revelation of human traits in our chief magistrates, which throws an illuminating glow upon the whole presidential succession.² This year on March 4, at the end of 135 years of our national life, it was Coolidge who was inaugurated.³

From a two-family house, after a preliminary hotel career of chafing dishes cooked by his admirable wife, he arrives at the White House. He⁴ sets his individual example of economy in all sorts of ways—by speech and practice; refuses to ride in a private car, and plays up⁵ to the national hay-raking complex with grand diplomatic skill.

Way back at the other end of the line, we have George Washington, then accounted⁶ to be the richest man of his day, obliged to borrow \$3,000, to journey to New York to be inaugurated.

In Rome they⁷ had a custom, when a military victor returned from war triumphant, for a man to stand behind him in the chariot in which he sat⁸ in processions, and repeat occasionally in his ear: "Remember that you are only a man." It is recalled that Napoleon, as he stood waiting to⁹ be crowned, turned quietly to his brother and whispered: "What would father say if he were here?"

The thing which really separates the line of¹⁰ our presidents from all other rulers—if we may judge from their remarks at their inaugurations—is the entire absence of vanity.

I was told¹¹ only the other day, on very high authority, that Rudyard Kipling had got the inspiration for his famous poem "If" from a study of the¹² character of George Washington, who was probably more severely criticized by his contemporaries than any other man in the world—and who was more unmoved¹³ by it than any other man.

Another interesting thing: It is a fact that the large majority of our presidents didn't want the office. The¹⁴ rule seems to be that those who went out for it hardest

and wanted it most didn't get it. Before Washington came to New York¹⁵ in 1789 to be inaugurated, he wrote to Henry Knox: My feelings are not unlike those of a culprit going to a¹⁶ place of execution." And later on Thomas Jefferson remarked at his own inauguration, after he had been congratulated by a friend: "I would advise you¹⁷ to follow my example on nuptial occasions, when I always tell the bridegroom I will wait until the end of the year before offering my¹⁸ congratulations."

The inauguration ceremony itself has no official sanction, the Constitution merely prescribing that the President shall take the oath of office. He is not¹⁹ even formally notified of his election. But the manner in which it has been celebrated—the parades, the military displays, balls, pageants, and so on²⁰—all make it a very accurate barometer of the state of the nation. At this moment we need to put ourselves quietly in the place²¹ of the newly inaugurated President, not alone considering his feelings and emotions, but his responsibilities; this will help us to understand not only what we²² are here for individually but what the country is here for. We must get at the thing from the inside, rather than from the outside,²³ and the inaugurations offer us a rich field for the inside.

The difficulties attendant upon the first inauguration seem now almost incredible, compared with the²⁴ ease with which we now get about. I am writing this article almost within a stone's throw of where Washington embarked (Elizabethport, New Jersey) for²⁵ New York on his triumphal journey from Mount Vernon in 1789. This first inauguration of George Washington was duplicated as closely as²⁶ possible a hundred years later, during the administration of Benjamin Harrison, in 1889, and, as one of the spectators of that great²⁷ occasion, I well remember the extraordinary ceremony, the enormous excitement and the great crowds—which, however, would not be so considered to-day, so congested has²⁸ the Metropolis now become. One monument only remains of that occasion—the Washington Arch, at Washington Square, under which, every day, a long succession of²⁹ Fifth Avenue motor busses continues to parade.

Washington was not inaugurated until April 30, 1789, the delay being due to the fact³⁰ that it was not possible, on account of the weather and the roads, to get a quorum of Congress. The assembly of the first Federal³¹ Congress, after the adoption of the Constitution, was fixed for March 4, 1789, but only eight Senators and thirteen Con-

gressmen arrived—not⁸⁰⁰ enough for a quorum. At that time the Raritan River at New Brunswick—which now one speeds over in a motor in a few seconds⁸⁰¹—and the Delaware River were both crossed in scows. Travel was so impeded that not until April 6 was a quorum present. They met and⁸⁰² organized on that day.

On the morning of April 16 Washington left Mount Vernon. He rode on a white charger. A laurel wreath was placed⁸⁷⁶ on his head at Gray's Ferry by one of the Boy Scouts of that day, and at Trenton thirteen beautiful young girls strewed flowers in⁸⁰⁰ front of him. At Elizabethport he was received by a committee of Congress and the mayor of New York, at that time a city of⁸⁰⁸ not more than 25,000 inhabitants. The landing from the barge, decorated for the occasion and which had proceeded across New York Harbor from⁸⁰⁰ the Kill von Kull, was made near the foot of Wall Street, only a short distance from where, many years later, Jenny Lind landed, escorted⁸⁷⁶ by the redoubtable P. T. Barnum. The official residence of Washington in New York was known as the Walter Franklin House and was occupied by¹⁰⁰⁰ Samuel Osgood of the Treasury Board, who moved out bag and baggage for the Father of His Country.

The ceremony itself, which took place on¹⁰⁰⁰ the site of the present Sub-Treasury building at Wall and Broad streets, was quite elaborate. Some authorities state that Washington was elaborately dressed, but¹⁰⁰⁰ the fact seems to be that he was the first to establish the precedent of wearing American-made clothes.

"He wore," says Rider, "a complete¹⁰⁷⁸ suit of homespun so finely woven that it 'was universally mistaken for a foreign manufactured superfine cloth.' Other officials offered the same token of attention¹⁰⁰⁰ to the manufacturing interests of the country."

Thus we see that in the very beginning of our career, the fact that "business is business" was¹¹⁸ not neglected. President Coolidge is by no means so far afield as a practical man as some idealists would have us believe. Which at the¹¹⁸⁰ moment reminds me of a remark Woodrow Wilson once made to me when he was governor of New Jersey. He said that he had a¹¹⁷⁸ hard time getting away from cranks and other nice men who took up his time, so he finally got a room way up, I think on¹⁰⁰⁰ the top floor of the capital at Trenton, where he and Joe Tumulty began their combined official careers. And Washington, way back in¹¹⁸⁸ 1789, had the same experience. He had been accused of holding himself too much aloof, indeed, of being a kind of presidential snob. He¹⁰⁰⁰ made a protest against this public censure. In this he declares that before he introduced system into his callers, he was "unable to attend to¹⁰⁰⁰ any business whatsoever; for gentlemen, consulting their convenience rather than mine, were calling from the time I rose from breakfast—often before—until I sat¹⁰⁰⁰ down to dinner. This, as I resolved not to neglect my public duties, reduced me either to refuse

them altogether or to appropriate a time¹²⁸⁸ for the reception of them."

And he adds: "To please everybody was impossible."

At the time Washington was inaugurated there was a distinct smart set¹⁸⁰⁰ in New York. The inauguration ball, if thus it can be called, took place apparently on May 7. Washington, who, unlike President Coolidge, had learned¹⁸⁷⁶ to dance, performed a minuet with Miss Van Zandt and also danced cotillions with Mrs. Peter Van Brugh Livingston, Mrs. Maxwell, and others. His second¹⁰⁰⁰ inauguration was held in Philadelphia. He wanted it to be private but the Senate insisted upon its being public.

Nothing could be in more startling¹⁰⁰⁰ contrast to the first inauguration of Washington—and, indeed, in a sense to the second—than the inauguration of John Adams, one of the greatest¹⁰⁰⁰ cranks, and one of the greatest men, this country has produced. John Adams had enough vanity to keep his family successors supplied for generations; and¹⁰⁷⁸ those of the direct descendants who are going about to-day are not notable for their lack of it. Washington had, in a very large sense,¹⁰⁰⁰ come into his own. The country mourned his departure. "Many wept," says a contemporary, "when he left the hall of the Old State House in¹⁸⁰⁰ Philadelphia and spectators followed him in crowds." Adams, who apparently resented this, wrote: "There was more weeping than there ever had been at the representation¹⁰⁰⁰ of a tragedy." And he added his doubt as to whether this was more "from grief for the loss of their beloved President or because¹⁸⁷⁶ of the accession of an unloved one." This last sentence, by the way, is the motive of that remarkable book written by his present-day¹⁰⁰⁰ successor, Henry Adams: "The Education of Henry Adams"—a kind of cultured pean of self-pity.

The inauguration of Thomas Jefferson, which took place on¹⁸⁰⁰ March 4, 1801, was the first inauguration to be held in Washington, to which city the seat of government had been removed in¹⁰⁰⁰ 1800. Here the sinister figure of Aaron Burr emerges into processional publicity. Adams hated Jefferson and refused to be present, leaving Washington the night¹⁰⁷⁸ before. He had appointed John Marshall Chief Justice, and Jefferson hated Marshall, who performed the ceremony of administering the oath. Burr hovered about like Mephistopheles.¹⁷⁰⁰ The thing was got through with. Jefferson was living at a boarding house (Conrad's) at the time, and living was so crude that he was¹⁷⁸⁸ the only boarder who had a whole bed to himself. At that time the north wing of the Capitol was not completed. Jefferson, walking between¹⁷⁸⁸ Burr and Marshall, was escorted to the room at present occupied by the Supreme Court. He had come to the Capitol escorted by a battalion¹⁷⁸⁸ of soldiers. When the affair was over, he went back to his boarding house. He did not get into the White House until May. He¹⁸⁰⁰ is described as wearing "shabby clothes and hair." He apparently made no preparation for the cere-

mony—a fact due, as some thought, to affectation—and¹⁸²⁵ wore a blue coat, a thick gray collar, waistcoat with a red undervest lapped over it, green velvet breeches with pearl buttons, yarn stockings, and¹⁸²⁶ slippers down at the heel. He never was able to speak, and delivered his address in an almost inaudible voice. His inaugural, however, is one¹⁸²⁷ of our great state papers.

The inauguration of James Madison (1809) was very much brighter, more ornate, than that of Jefferson. "All the¹⁸²⁸ militia," says McMaster, "came over from Georgetown and Alexandria to escort the new President from his home to the Capitol." There were at least ten¹⁸²⁹ thousand spectators and participants at the grand inaugural ball.

Following the precedent established by Washington, and to pay his due to American manufacturers, President-elect¹⁸³⁰ Madison was clothed in a suit of dark-brown cloth, made from the wool of a merino sheep bred by Robert Livingston at his country¹⁸³¹ seat, Clermont on the Hudson, the wool being carded, spun, and woven by his daughter, Elizabeth Stevens Livingston—a practice I recommend¹⁸³² to some of the lively young ladies of the present vanity-box era.

In the evening, at Long's Hotel in Georgetown, occurred the first real¹⁸³³ inaugural ball. Mrs. Madison was dressed elaborately in yellow velvet, with pearls and a turban on her head. Her husband wore a black suit in¹⁸³⁴ the evening. Jefferson, who had thrown off his mantle of presidential gloom, was in high spirits at having his part over with. Washington Irving thus¹⁸³⁵ wrote of the President-elect and his wife:

"Mrs. Madison is a fine, portly, buxom dame . . . but as to Jenny Madison—Ah! poor Jenny! he¹⁸³⁶ is but a withered little apple John." This scarcely does Madison justice. He was a fine type of man. (2119)

(To be continued next month)

The Miracle of Springtide

From "Nuggets"

"If Spring came but once in a century, instead of once a year, or burst forth with the sound of an earthquake, and not in¹⁸³⁷ silence," wrote Longfellow, "what wonder and expectation there would be in all hearts to behold the miraculous change!

But to people who think and feel,¹⁸³⁸ the vernal renewal of the pulse of life can never become commonplace. To such it is like taking up again a beloved book from which¹⁸³⁹ they have been parted for a year. No less keen is their delight in opening again the pages of the book of Nature, and turning¹⁸⁴⁰ once more to its most charming chapter.

April was called by the Anglo-Saxons Easter Month, for it was in this month they held a¹⁸⁴¹ joyful festival in honor of Easter, their goddess of light and Spring.

It seems divinely appropriate that the culminating festival of the Christian religion

should¹⁸⁴² come in the springtime, and oftenest in April. For Spring is the age-old prophecy and symbol of life's victory over seeming death and dissolution.¹⁸⁴³

It is the season when miracles abound. If we will but open our eyes we shall see not one burning bush, but every hillside, forest¹⁸⁴⁴ and meadow ablaze with the presence of God.

We seem so pitifully useless in the spectacle! Many of us can only stand and gaze as¹⁸⁴⁵ this "sweet daughter of a rough and stormy sire" hangs her infant blossoms on the trees, bids the fresh green leaves unfold, and paints the¹⁸⁴⁶ warm brown earth with smiling flowers and grasses.

Others of us, more fortunate, may stir the ground and drop into it queer little grains, or¹⁸⁴⁷ big flat seeds, or bulbs, or tubers, the heart of each packed with the very mystery of life; and then, by and by, out of¹⁸⁴⁸ the quickened earth, warmed by the genial sun and freshened with gentle rains, comes forth a bit of green that reaches upward and outward into¹⁸⁴⁹ a blade or leaf, after its kind.

Thus, from its tiny shell, like a benevolent genii released from a bottle, arises the plant—stem, leaves,¹⁸⁵⁰ flowers and fruit—with seed to repeat the miracle to the end of time.

In silent awe we wonder how it all could have been¹⁸⁵¹ crowded with such incredible compactness into so small a compass. We are amazed that the rootlets should so unerringly seek the depths and the leaflets¹⁸⁵² the light.

How the vital germ leaps at the caress of the rain and the kiss of the sun into a perfect expression of parental¹⁸⁵³ likeness, is to us the mystery of mysteries.

Beholding this alchemy of growth, we look about our quite ordinary garden and whisper with the awe¹⁸⁵⁴ that Jacob must have felt, "Surely, God is in this place and I knew it not."

The endless diversity of forms in this newly-awakened¹⁸⁵⁵ life is in itself a miracle. Man is so limited in his genius that all his work bears the stamp of his individuality. Whether it¹⁸⁵⁶ be a picture, a symphony, a poem or a story, it bears a likeness to all other work of his mind or hand. But in¹⁸⁵⁷ this, God is vastly different. His creations have ever an infinite variety. In form, in color, in size, in texture, there is manifested the inexhaustible¹⁸⁵⁸ resources of Infinite Genius.

But the greatest wonder of Spring is that it should stir us to wonder at all. If, indeed, we are not¹⁸⁵⁹ created "in the likeness of Him that made us," why should we be more conscious of its mystery and significance than the clod or stone?¹⁸⁶⁰ Is it not because we possess in some degree attributes of the Divine Mind that we are able to meditate on His marvelous handiwork?

To¹⁸⁶¹ the thinker this natural resurrection is a revelation—a glorious symbol and forecast of his own immortality. We who believe at all may well believe¹⁸⁶² that it is the uniform law of life that the seed dies only into life more abundant. And we wisely cherish the consoling faith that¹⁸⁶³ the revivify-

ing Springtide of Infinite, Eternal Love will not suffer to perish a single, tiny seed in the garden of mankind.

To eyes that see,⁷⁰⁰ and ears that hear, all heaven and earth now appear arrayed in bright garments to speak to and comfort those who mourn at empty sepulchres.⁷²⁸

"There is no unbelief ;

Whoever plants a seed beneath the sod,

And waits to see it push away the clod,

Trusts in God." (748)

Key to Brer Rabbit

(Beginning at heel of boot, read up and right)

Me, lay-like, let-letter, clay-claim, original, relinquish, written, am-more, letter-let, empty, glad, you-your, change-which, are-our-hour, railroad; in-not, more, am (*whiskers*); many, length, clam, organize-organization, laymen, is-his, melancholy, our-hour-are, leg, his-is, enroll, language, mink, unanimous, rear, niche, main, cracker, always rare.

Inside body: he, them, the, put (*eye*); shall-ship, which-change, judge, niece, lily, about, absent, hour-our-are, immigrant, more-am, tame, enormous, mingle, eminent; *alternate* is and shall (*tail*), nook, rail, row, mortgage, roar, not-in, ray, than, is-his.

Lesson Thirteen

Words

ImPLY, discommode, oxidizer, enlance, uncanny, alderman, impolite, conserver, unreal, conducive, subarid, subdued, unmasked, exude, unloved, encircle, excavate, forlornly, unwritten, unwelcome, unmoved, combatant, confine, converse, cognizance,⁷⁵ unfinished, ex-checker, expedite, ulcerate, furnishings, subsidize, candy, convalesce, impure, contagious, infer, unfair, imperil, imperial, emerald, in-flate, inland, innovate, inning, indiscreet. (45)

Sentences

The subordinate was unable to explain his conduct. Will you confine your remarks to the subject please? We made every effort to communicate with you⁷⁵ before arranging for the excursion. The President stated that inasmuch as Congress would convene soon he would make his recommendation at that time. If you⁷⁵ take regular exercise it will enable you to remain strong. There remains no unfinished business. Alderman Smith is convalescing after a long siege of influenza.⁷⁵ We do not mean to imply that we would discommode him in the least. He spoke in subdued tones. (94)

Lesson Fourteen

Words

Countersink, literatum, extermination, nitr-um, illiteracy, retroaction, electromotive, electric current, intermittent, entertainer, interlope, alterant, altruism, metrify, patrol,

retrospection, electrolyze, electric button, contributive, intrench, alternately, intelligencer, extravaganza,⁷⁵ intercommunicate, retrieved, restrictive, detrition, distracted, Centralia, lattermost, interim, matricide, nutrient, petrifaction, austral, obstructed, interpolation, contravention, interleave, interline, interurban, reconstruct, literalize, nitroglycerin, electrolier, destroyed, intermission, exterior. (50)

Sentences

He pushed the electric button and within a few minutes the patrol was seen coming down the street. They used nitroglycerin to blow the lock⁷⁵ on the safe. If you would prevent an offset you must interleave the sheets as they come from the press. He remained disinterested during the⁷⁵ entire interview. The spaniel retrieved the duck from the water. He is a splendid entertainer and will travel throughout the district before joining us at⁷⁵ Centralia. The army worm destroyed many acres of corn last summer. Though the law is non-restrictive it cannot be made retroactive. (96)

Lesson Fifteen

Words

Overdone, circumspect, grandson, translucent, declivitous, hydroscope, anticlimax, Mc-Linn, multitudinous, multiplier, recluse, reclusion, multiplication, magnetization, McCarty, overture, overwhelm, overshadow, paralyzed, self-restraint, circus, circuitous, superinduce, superstitious, transom,⁷⁵ McBride, antique, agriculturist, hydrangea, magnetism, McAdoo, overtook, undertook, undersigned, postmaster, self-reliance, circumduce, circumnavigate, superphone, superhuman, short-sighted, transform, suspiciously, transverse, Grand Haven, shi-lap, shortage, circumvention, circularize. (49)

Sentences

The concert was postponed because of the inclemency of the weather. Mr. McLinn declared he would not undertake to build such a structure at that⁷⁵ time. The postmaster possessed great powers of magnetism. I understood Mr. McBride to say he would transplant all these trees in the spring. We will⁷⁵ circularize every home in this district. We shall attend the circus to-night. The postmaster said the delay in delivering the Christmas packages was because of⁷⁵ the shortage of help. The burglar climbed in through the transom over the kitchen door. The boy antagonized his grandfather. (95)

Lesson Sixteen

Words

Eligible, assuming, presume, presumption, perishable, fallible, assailable, bubble, crumble, sorrowful, graceful, richness, gable, constable, dishonorable, seriousness, unneeded, happiness, sleepiness, tonsure, roughen, roughness, disciple, exquisitely, astonishment,⁷⁵ azure,

tenement, payment, intrenchment, sauciness, abatement, impatiently, obtainable, transpose, transposition, worthiness, Woolworth, tasteful, rareness, pliable, reasonableness, lifeless, ceaseless, unacceptable, rumple, circumflect, circumflection. (48)

Sentences

The boldness of his request seems incredible. We know you will readily see the reasonableness of this claim. Mr. Woolworth made use of a piece^m of pliable wire in repairing Elsworth's chainless bike. The physician declared the youth was not eligible for the position. He was unsuccessful in his attempt^m to transcribe the shorthand notes. This was a very dishonorable act. We shall demand payment immediately unless you show a reasonable cause for delay. Whereⁿ were you standing when the wall began to crumble? The constable looked all through the tenement for the typewriter. (94)

A machine can do most any work a man can do nowadays, but a machine can never think. (18)

The man who does things makes many mistakes, but he never makes the biggest mistake of all—doing nothing. (19)

Business Letters

Quotations

(From Gardner's Constructive Dictation, page 86, letters 5 and 6)

Wisconsin Drug & Jewelry Company,
Madison, Wisconsin
Gentlemen:

From the inclosed price bulletin you will be able to determine prices on your order of December^m 13 received through Mr. Johnson for 100 pounds of Bordeaux Mixture and 75 pounds Arsenate of Lead Paste.

We have just received this information^m from the manufacturers and were unable to supply you with it before.

Will you not give us specifications on this order at once so thatⁿ we may be able to make shipment on April 1 as you requested?

Very truly yours, (91)

Messrs. Smith Brothers,
Des Moines, Iowa
Gentlemen:

We thank you for your order of April 4 for scrapers and wire nails which we have given^m prompt attention. The goods will be delivered to the transportation company today.

We can at this time make immediate shipment of REV-O-NOC electric washing machines.^m We are pleased to quote you on the

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The Hare and the Tortoise
The Lion and the Mouse
The Goose with the Golden Eggs
The Fox and the Crow
The Old Man and His Sons
The Power of Fables
The Wind and the Sun
The Honest Woodman
The Monkey as a Judge
The Wolf and the Lamb
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The No. 32 is carried in stock for alternating current of 110 volts and 60 cycles. On any other current factory shipment¹²⁸ would be made with a slight delay.

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The prices named above are for immediate acceptance only¹⁷⁸ and subject to stock on hand.

Yours very truly, (184)

It is not the effort, but the sustained effort which counts and costs so much. (15)

Neat work is its own reward. (6)

Signals

By Douglas DeY. Silver

(Reprinted in shorthand by special permission of the publishers)

(Continued from the March issue)

Across the hall three Poplarites were engaged in a discussion of their disgruntled neighbor, Carry.

"As I figure it out," said Pancoast,¹²⁸ lighting his pipe, "Deems is a bearcat at the quarter-back business, but who really knows him on the campus? Why, you never see the¹³⁰ chap except during the football season. Minds his own business, I suppose, but as far as the Poplars—"

"Well," cut in Underhill, "of course, just¹⁷⁸ being a football man wouldn't necessarily qualify him to twirl a fork at the shack." Poplar men always refer to their club as the "shack."¹³⁰⁰

"However," added Underhill, "I suppose Willie Finch's not so keen for him because, well—you know he used to hop around with Janice Woodruff. She's¹²⁸ still kind of sweet on Deems, I think."

"I agree with Shakespeare," ventured Ike Adams, "my motto is 'give a guy a chance.' I don't¹²⁸ know Carry very well, but I do think we might try and find out what's the matter with him before we kill his chances. This¹⁷⁸ is his last year."

"He's so darn hard to get at, though," said Underhill. "Here he is rooming right under our noses, and yet we¹⁸⁰ don't feel that we know him."

"That's so, but I have a plan," said Adams.

The two others bent over their pipes, filling them, and¹²⁸ told Ike to unfold his scheme.

"Now, the Spencer game is two weeks off," Adams declared, "and the nub of this whole

business is that¹⁸⁰ if Swede Morgan doesn't beat Revere he won't get another five-year contract. I have that on good authority. Everybody knows Morgan's reputation, so this¹⁷⁸ thing might be worth a try—at least it's feasible."

Swede Morgan, coach of the Spencer University football team, was not enjoying a savory reputation¹⁴⁰ in athletic circles. In fact, the coach of Revere's traditional rival was a devotee of the belief that deliberate roughness, if the officials didn't see¹⁴² it, was a good way to put annoying opponents out of the game. In past years, on several occasions, it had been whispered that Spencer¹⁴⁰ had been reasonably well informed about its opponent's signals. Spencer usually won, too.

"What's the connection?" asked Underhill.

"Just this," answered Adams, warming to his¹⁷⁸ project, "Spencer wants to win this game, and they're not favorites this year. In fact, they're not even a one to three shot. Now, wouldn't it¹⁰⁰ be logical for a syndicate of gamblers, working on Morgan's fondness for stealing signals, to try to get our signals, cooperate with Morgan, and¹²⁸ then collect a large sum in bets placed at odds against Revere?"

Pancoast felt for a stray match.

"I don't quite see, Ike," he said,¹⁸⁰ "just how this has any bearing on the matter at hand."

"Simple as pie," returned Adams. "I will impersonate Lefty Muggs, a famous sporting crook,¹⁷⁸ offer Deems ten thousand dollars for the Revere signals, and see what happens. If he beats me up, all right; we know he's our man.¹⁸⁰ But if he doesn't, and gets interested, why, then—"

"It's a charming little experiment," added Underhill, with conviction.

II

The next evening, while returning from practice,¹²⁸ Carry Deems noticed a dapper figure lounging across the street. As Carry looked he saw the figure straighten up, carefully arrange a yellow vest, and¹⁸⁰ hasten to cross the road.

"Good evening," said the stranger. "You Carry Deems, ain't you?"

"Yes. My name is Deems," Carry said slowly. "What do¹⁷⁸ you want?"

"Well, I tell you, Mr. Deems," answered the other, "it's a little pers'nal matter—just you'n me, see? Very pers'nal."

"Come on; what¹⁷⁸ do you want. I'm not buying any hooch," Carry said.

"I'm Lefty Muggs, an' I been sent here from Spencer."

"Spencer?"

"Yeh—you know Swede¹⁷⁸ Morgan?—him and me are good friends, see? An' I gotta lotta frien's in New York what are gonna bet on the game. Well, I¹⁷⁸ gotta little hunk myself on Spencer to beat Revere—nice odds."

"Well?"

"That is where you come in." Muggs looked cautiously up the street, but no¹⁷⁸ one was in sight. "All you gotta do is—"

Carry started to walk away.

"Now, listen," cried the other. "I'm givin'



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this to ya straight.¹⁸⁰⁰ You give me your signals for the Spencer game an' *positively* you will get ten thousand dollars!"

Carry seemed uncertain whether to take a healthy¹⁸⁰⁵ poke at the gambler or to leave. He did neither.

"What's that you say?" he faltered. "Ten thousand dollars?"

"Ten thousand, bo, for a nice¹⁸¹⁰ little piece o' paper all covered with nice little figgers—right ones, you understand. Swede'll be wise."

"Well," Carry said, "you be here to-morrow night¹⁸¹⁵ at this time—I'll let you know."

The man went on as Carry, scowling, watched him disappear in the darkness.

Blackboard drill the following night¹⁸²⁰ seemed interminable. At last Pop Woodruff dismissed the squad. Carry found Muggs at the appointed corner.

"Here it is," said Carry, nervously, handing Muggs a¹⁸²⁵ folded sheet of paper. "They're all there."

"That is all right, Deems," said the gambler suavely, after glancing at the paper. "Looks like the real thing¹⁸³⁰—if it ain't, now—all we gotta do is to tell Revere you were approached and didn't come clean right away—that will look funny, won't it,¹⁸³⁵ eh?"

"Don't worry," answered Carry.

Half an hour later Ike Adams walked slowly into his room. His face wore a tense, baffled expression. Underhill and¹⁸⁴⁰ Pan-coast looked up eagerly. The latter took the sheet of paper that Adams dangled in front of him and scanned its contents.

"Why, Ike," he¹⁸⁴⁵ stammered, handing the paper to Underhill. "Those are the real signals!"

"Good Lord! We ought to do something about this!" exclaimed Underhill angrily.

"We can't¹⁸⁵⁰ do a thing publicly, or mention it at the house," returned Ike, removing his false mustache. "You can see what a mess we'd be in¹⁸⁵⁵ for butting in where we had no business to be. It will just have to drop."

Coach Woodruff of Revere ordered secret practice in preparation¹⁸⁶⁰ for the final test, so none were admitted to the field but the players.

(To be continued next month)

Inaugural Address of President Coolidge

March 4, 1925

Taken from Station WEAf

By Mr. Louis A. Leslie

My Countrymen:

No one can contemplate current conditions without finding much that is satisfying and still more that is encouraging. Our country is leading the¹ world in the general readjustment to the results of the great conflict. Many of its burdens will bear heavily upon us for years, and the² secondary and indirect effects we must expect to experience for

some time. But we are beginning to comprehend more definitely what course should be pursued,³ what remedies should be applied, what actions should be taken for our deliverance, and are clearly manifesting a determination well faithfully and conscientiously to adopt⁴ these methods of relief.

Already we have sufficiently rearranged our domestic affairs so that confidence has returned, business has revived, and we appear to be⁵ entering upon an era of prosperity, which is gradually reaching into every part of the nation. Realizing that we cannot live unto ourselves alone, we⁶ have contributed of our resources and our counsel to the relief of the suffering and the settlement of the disputes among the European nations.

Because⁷ of what America is and what America has done, a firmer courage, a higher hope inspires the hearts of all humanity. These results have not⁸ occurred by mere chance. They have been secured by a constant and enlightened effort marked by many sacrifices and extending over many generations. We cannot⁹ continue these brilliant successes in the future unless we continue to learn from the past. It is necessary to keep the former experiences of our¹⁰ country, both at home and abroad, continually before us if we are to have any science of government. If we wish to erect—(273)

A Commission Contract Case

(Continued from the March issue)

A Free and clear of any encumbrance, and that at that time I would have to pay the¹ balance which was \$55,000.

Q Did he say what he was going to do with the \$5,000? Did he say² what disposition he was going to make of the \$5,000?

A He said he was going to deposit the \$5,000 with³ the owner and make a contract for me for the building.

Q Was there anything said as to who were to be the parties to⁴ this contract?

A The owner of the building and myself.

Q I believe you said that he was to act on your behalf. A He⁵ was to act as my agent in this matter.

Q Now when did you next see or talk to Mr. Dale?

A I tried to⁶ reach him the following week every day. I tried to call him on the 'phone and I was not successful until the 24th of⁷ March, 1923.

Q Did you talk to him?

A I spoke to him and asked him what he had heard about the⁸ building and whether I was going to get it. He said it was so hopelessly involved that it would take a little longer. I said,⁹ "Well, that the thirty days are past and the building was getting in a worse condition every day. If I could not get that disposed¹⁰ of I did not want the building and I wanted my deposit returned. and this he promised to do.

Q Just what did he say?¹²⁰⁰

A He said he wanted a few days more and then if he could not get it he would return my money.

Q Did you¹²⁰² call him again?

A I called him again on the 14th of April, 1923.

Q What did you say to him?

A¹²⁰⁰ At that time I told him that I wanted my money, that I was tired of waiting, and he said he would mail it to¹²⁰² me.

Q You paid him the money on the 24th of February, 1923, \$5,000. Have you computed the interest¹²⁰⁰ on that sum until the present date? A I have.

Q What does it amount to? A \$400.

Q At what rate of interest¹²⁰²?

A Five per cent.

Q He has never returned the money to you, has he? A He has not.

Mr. Gates: Take the witness.(1349)

(To be continued next month)

When a man wakes up to find himself famous it is a sign that he has not been asleep.(19)

An ounce of to-morrow is worth a pound of yesterday.(10)

Experience is a good teacher, but charges like a specialist.(10)

Short Stories in Shorthand

Called Him Names

One of these big, strong men walked into a ladies' store and said, "I want to get a set of ladies' furs. That brown set²⁵ in the window will do."

To which the salesman said, "Oh, you mean skunk."

And the salesman is still in the hospital.(47)

A Clear Case Here

"Any insanity in the family?" asked the insurance doctor of Mrs. Suffragist.

"Well, no; only my husband imagines he is the head of the house."(25)

The Reason

A mother, indignant to find her little son very low in his class at school, exclaimed wrathfully: "I am out of all patience with

you," Jack. I should like to know why George Jones is always at the head of his class while you are always at the foot?"

Jack³⁰ hesitated for a moment, and then, looking his mother straight in the face, he said, innocently: "You forget that Jones has very clever parents."(74)

Artistic Confusion

Mr. Cook: What in the world has our daughter been doing in her room for the last hour?

Mrs. Cook: Combing her hair so it³⁸ will look as though a comb never touched it.(34)

No Hand Job

Mrs. Lafferty: Ten stitches did the doctor have to take in me old man after the fight last night.

Mrs. O'Hara: Ten? Was that all?²⁸ Sure, when the doctor seen me poor husband carried in this morning he says: "Has any one got a sewing-machine?"(46)

Good Night

Jake (the bore): My foot's asleep.

Mary (the victim): How I envy it!(13)

Spring Contests in Shorthand and Typewriting

(Continued from page 244)

Pennsylvania

County Commercial Contest, Fairchance, April 25. Events for all commercial subjects. Contest Manager, Harry Brownfield, Georges Township High School, Fairchance.

County Commercial Contest, New Castle, April, 1925. Events for all commercial subjects. Contest Manager, R. L. Fawcett, head, Commercial Department, New Castle Senior High School.

Wisconsin

Wisconsin Commercial Contests. Events for shorthand, typewriting, and other commercial subjects. District elimination contests April 18. State contest at Whitewater, May 9. Secretary, Contest Committee, Miss Jane Clem, Whitewater State Normal School.

Interstate

Third annual interstate typewriting contest, Omaha, Nebraska, May 30. Four classes: Novice—(a) Junior, (b) Senior, (c) Amateur Senior; (d) Third year. Rachael M. Roberts, Keokuk, Iowa, High School, Secretary-Treasurer.

WARNING --

Order before the tenth of the month of issue to be sure to obtain the copies of the *Gregg Writer* which you desire. The March *Gregg Writer* is already out of stock although 70,000 copies were printed.

THE GREGG WRITER

16 West 47th Street

New York, N. Y.